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ABSTRACT

Awards to colleges that have improved academic advising are made by the American College Testing Program and the National Academic Advising Association. Descriptions are provided on seven programs that received outstanding institutional advising program awards, as well as 10 programs that received certificates of merit. The exemplary programs represent different types of postsecondary institutions. The descriptions provide information on: the school, program objectives, evaluation methods and results, and potential applications to other schools. The seven award-winning programs and schools are: "A Multifaceted Approach to Advising" (Iowa State University), "Hui Aikane Peer Advising Program" (University of Hawaii at Manoa), "Freshman Explorations" (Tufts University), "The Revised Academic Advising Program" (College of the Holy Cross), "Total Student Development" (Heidelberg College), "Centralized Advisement for Special Populations" (Eastern Illinois University), and "Academic Advising Center" (Genesee Community College). Programs of the certificate of merit winners include: advising service for adult students and prospective students, an enrollment services system, a pre-major advising center, freshman advising, and computer-assisted academic advising. (SW)

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Preface

The American College Testing Program (ACT) and the National Academic Advising Association (NACADA) have established the ACT/NACADA National Recognition Program for Academic Advising to honor individuals and institutions who are making significant contributions to the improvement of academic advising, and to disseminate information about these contributions to other professionals in the field. The 1984 awards are the first made by the new program.

Awards are given in two categories:

Outstanding Advisor Awards These awards will be presented to individual advisors who have been determined to have demonstrated the qualities associated with outstanding academic advising of students.

Outstanding Institutional Advising Program Awards Awards in this category will be presented to institutions which can document innovative and/or exemplary practices that have resulted in the improvement of their academic advising services.

Sponsoring Organizations

The American College Testing Program (ACT), founded in 1959, is an independent, nonprofit organization that provides a variety of educational services to students and their parents, to high schools and colleges, and to professional associations and government agencies. ACT was best known during the 1960s for its standardized college admissions testing program. In the years since then, ACT has developed a full range of programs and services in the areas of college admission and advising, student retention, career and educational planning, student aid, continuing education, and professional certification.

The National Academic Advising Association (NACADA), founded in 1979, promotes the quality of academic advising in institutions of higher education. NACADA is dedicated to the support and professional growth of academic advisors and the advising profession. Through its publications and meetings, NACADA provides a forum for discussion, debate, and the exchange of ideas regarding the role of academic advising in higher education.

This book describes the seven award-winning programs in the Outstanding Institutional Advising Program Awards category. Also included are selected programs that have been honored in this category with certificates of merit.

For more information about the ACT/NACADA National Recognition Program for Academic Advising, and to obtain application materials for the 1985 competition, write to:

ACT/NACADA National Recognition Program
The American College Testing Program
2201 North Dodge Street, P.O. Box 168
Iowa City, IA 52243

October 1984

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1984 Awards and Certificates of Merit

OUTSTANDING ADVISOR AWARDS

North Atlantic
Dan Maloney Hahn
Director of Academic Advisement
State University College at Cortland

Mid Atlantic
Francis L. Merat
Professor
Electrical Engineering and Applied Physics
Case Western Reserve University

South Atlantic
Susan A. Morgan
Associate Professor and Assistant Dean
School of Nursing
Vanderbilt University

East Central
Remedios "Medy" Alfonso
Academic Advisor, University Division
Indiana University

Southwest
Shirley J. Black
Assistant Professor, History
Texas A & M University

Pacific
Karl J. Weizel
Department Chair/Professor
Department of Physical and Life Sciences
University of Portland

West Central
Ila M. Niemann
Business Administration Department Coordinator
Ricks College

OUTSTANDING INSTITUTIONAL ADVISING PROGRAM AWARDS

Multiversity
Iowa State University
Submitted by
Phyllis Brackelsberg
Assistant Professor & Chair of University Academic Advising Committee
Ruth Wildman Swenson
Assistant Dean, College of Sciences and Humanities

Public University
University of Hawaii at Manoa
Submitted by
Beatrice T. Yamasaki
Dean of Arts & Sciences Student Services & Special Programs
Ray L. McDonald
Assistant Vice Chancellor for Academic Programs

Private University
Tufts University
Submitted by
Peter L. D. Reid
Associate Professor of Classics
Chairman, Committee on Undergraduate Advising and Counseling

Private College
College of the Holy Cross
Submitted by
Joseph H. Maguire
Assistant Dean

Church-Related College
Heidelberg College
Submitted by
Robert E. Oleson
Dean of Student Life
Kenneth Porada
Chair, Total Student Development Committee

Public College
Eastern Illinois University
Submitted by
Calvin Campbell
Director, Academic Advisement

Two-Year Junior/Community College
Genesee Community College
Submitted by
Ann H. Lechner
Director of Records, Scheduling, and Advisement

INSTITUTIONAL PROGRAMS CERTIFICATES OF MERIT

California Lutheran College

Delgado Community College–West Bank Campus

University of Iowa

Johnson County Community College

Michigan State University

University of Missouri–Kansas City

Morningside College

Mt. San Antonio College

Northeastern University

The Ohio State University

Pan American University

Saint Mary's College

Southern Methodist University

State University of New York–Oneonta

Trinity College of Arts and Sciences, Duke University

ADVISOR CERTIFICATES OF MERIT

Judith K. Andrews
Indiana University

Nardine M. Aquadro
Memphis State University

Thomas Brennan
University of New Mexico

John Cade
Bowie State College

Martha Tootle Cain
Georgia Southern College

Calvin Campbell
Eastern Illinois University

Martha Jane Cook
Malone College

Emerson A. Cooper
Oakwood College

Beverly B. Davis
Iowa State University

Cynthia Eddleman
University of California-Irvine

Nylen W. "Eddie" Edwards
University of Missouri-Columbia

Maribeth Ehasz
University of Toledo

Bruce Fenner
DePaul University

Mary J. Hall
University of Iowa

Bari Haskins-Jackson
DeKalb Community College

Denny E. Hill
Georgia Southern College

Fred D. Hinson
Western Carolina University

Anne C. Hoehn
Wright State University

Sharon L. Irwin
Point Loma Nazarene College

Glenn Matott
Colorado State University

Russell Lee Miller
Louisiana State University

Jim F. "Hank" Mills
Texas A & M University

J. Edwin Nettell
Mt. San Antonio College

Susan Palmer
Aurora College

Judith Randall
University College-Pace University

Brian Seeger
Iowa State University

Mary H. Smith
St. Louis Community College at Meramec

Horace W. Van Cleave
Texas A & M University

Allen Zimmerman
University of Vermont

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The Award Winners

A Multifaceted Approach to Advising

Iowa State University

Submitted by:

Phyllis [illegible]ckelsberg
Assistant P[illegible]ssor and Chair
University Academ[illegible] Advising Commi[illegible]e

Ruth Wildman Swenson
Assistant Dean
College of Sciences and Humanities

NACADA Award Category: Multiversity

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A Multifaceted Approach to Advising

Iowa State University (ISU) is a multiversity of 26,020 students (Fall 1983) who are enrolled in eight colleges (nine in July, 1984). Of this total, approximately 1,900 are international students, 5,238 adult students, and 3,500 are graduate students. More than 1,600 undergraduates transfer to ISU each year from other two- and four-year institutions. These groups of students provide diversity within the student body which requires a flexible advising system with well-trained advisers who are sensitive to the varying needs of the students.

Six years ago there was no university-wide adviser training, no recognition or reward system. Few colleges offered the opportunity for evaluation. Only two colleges had a special program to help students who were undeclared. During the past six years, all of these issues have been addressed although severe budgetary constraints at ISU have deterred establishment of a University Advising Director. The programs that have become a part of the advising system have been developed with the dedication of persons serving as advising committee members and as concerned and dedicated advisers and of coordinators of advising within the colleges.

College Programs

To evaluate the total advising system at ISU one must look at the individual parts. Each college structures its advising according to a system that best fits its own program and students. Advising policies for each college are proposed by a College Advising Committee which is composed of faculty and staff advisers and often students representing the departments in the college. This committee discusses advising concerns, disseminates advising information to departments, provides for adviser evaluation, structures the selection procedures for outstanding adviser awards, and provides for adviser training. One representative from each college committee is a member of the University Advising Committee. Two of the college advising programs are presented to illustrate some of the diversity of the college systems.

Advising Program in the College of Home Economics

In the College of Home Economics all entering students are assigned to professional advisers for the first year. Each of the advisers has a master's degree in Home Economics so they are familiar with the diversity of subject matter within the college. The advisers also have had additional training in counseling and advising. Students are encouraged to attend a one and one-half day orientation session prior to entering the university. During the orientation session students and parents are introduced to campus life and are given college tours. The students are pretested in math and English and are introduced to information about financial aid, university housing, registration information, and college and university policies and procedures. Orientation concludes with individual appointments with the student's adviser to discuss the options available within the college and to prepare a class schedule for the following term.

All new Home Economics students are required to enroll in a one credit orientation course which is taught by the freshmen advisers. Topics covered include: introduction to university and college policies and procedures; discussion of the comprehensive scope, professional opportunities, and the history of home economics; clarification of goals, values, and objectives; development of a program of study for career choice; and an orientation to the total university, its programs and resources. During spring semester the freshmen are encouraged to declare a major department and are then transferred to a faculty adviser in that department. Faculty members will advise from 8-25 students, with the number of advisees to each faculty member dependent upon the faculty member's other assigned responsibilities. Many of the departments conduct a group orientation session for these new majors, but most class scheduling for the next fall semester is conducted through individual adviser-advisee conferences. Advisees are required to see their adviser at least once per semester, but advisers are available for student appointments during regular office hours.

Each adviser is provided with an *Advising Handbook* to supplement the university's *Information Handbook*. Each adviser is encouraged to develop a system by which advisees can schedule appointments at any time during the semester.

The College of Home Economics Advising Committee developed a system for advisee evaluation of advisers, established an annual award of $100 to recognize outstanding advising, and coordinated the development of periodic adviser training. Advising is included in the college document as a criteria for promotion and tenure decisions. The following quote from the *Home Economics Advising Handbook* summarizes the college's philosophy concerning advising: "The College of Home Economics considers advising of individual students an important responsibility of

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faculty members. Academic advising is a decision making process during which the adviser assists the student in educational and career planning. Advising includes providing the student with course and career information, reviewing the student's academic progress, and referring to other campus agencies as necessary. Advising implies an active relationship between adviser and student with responsibilities for each."

Advising Program in the College of Sciences and Humanities

In the College of Sciences and Humanities, academic advising is approached as a continuum, beginning with preenrollment communication with prospective students, parents, and school systems and continuing through job placement. During summer orientation, entering students and their parents meet with advisers to prepare the first-term schedule. Placement test scores provide guidance for entry at the appropriate level in chemistry, mathematics, and English. Orientation continues through the first semester of enrollment in special courses and small-group opportunities. Career development and placement services are considered an integral part of advising and are delivered through career planning courses as well as through a college career development and placement unit in the Dean's Office. All of these activities and services are coordinated and managed by an assistant dean.

Students who declare a major on admission are advised by faculty or professional advisers in the major department. Undeclared (Open Option) and preprofessional students (Pre-Business, Pre-Engineering, Pre-Vet, and Preprofessional Health Sciences) are advised in the College Advising Office by a collaborative team of faculty and professional advisers who meet on a regular basis for training, discussion of concerns and suggestions, and planning. On request from this group, faculty, staff from various student service areas, and administrators are invited to discuss such topics as course content and prerequisites, remedial courses, residence hall living, counseling services, and issues deemed relevant in helping students. These forums also provide the invited guests with advisers' perspectives and concerns and frequently lead to improved understanding and delivery of services. Carefully selected and highly trained peer advisers supplement the program by assisting primarily new students with adjustmental problems and the mechanics of preregistration.

The College Advising Committee (faculty) meets monthly to discuss and recommend policy. Advising Coordinators, representing each academic department/program and the various areas of specialization within the College Advising Office, meet at least three times per semester for updating on policies and procedures, presentations by representatives from academic and student service units, and discussion of mutual concerns. The chair of the College Advising Committee and the Assistant Dean convene and moderate these sessions. Agenda items are suggested by the committee, the coordinators, advisers, and the administrative staff. Advising Coordinators are responsible for bringing concerns of their constituencies to this forum and keeping the advisers in their respective units informed.

The Career Development Office and the Classification Office are physically located in the Dean's Office, adjacent to the Advising Office, and are convenient for student traffic and adviser consultation and referral. The Career Development and Placement Officer participates in advising staff and Advising Coordinator's meetings and trains advisers in the use of resources for career planning. Advisers of undeclared and preprofessional students are expected to learn the curricula of the six undergraduate colleges and to assist their advisees with career planning and alternate track options.

In support of advising, workshops are offered for new and experienced advisers. A *Handbook for Academic Advising* is produced and annually updated by the Assistant Dean. It includes a cross-reference index to other information sources, a current directory of persons to contact for various needs, and expanded information on introductory courses in the college to supplement catalog descriptions. Advisers of undeclared students receive a manual of requirements for all majors and minors in the college, displayed in a uniform format. Within the College Advising Office, an information exchange provides the opportunity to share articles of interest, the *NACADA Journal*, and current issues of *The Chronicle of Higher Education*.

Graduating seniors evaluate their academic advisers (and advisers are encouraged to request evaluations from all advisees) using an evaluation instrument prepared by the College Advising Committee. Advising is considered a component of teaching for promotion and tenure considerations. Advisers in the College Advising Office are evaluated by their advisees and the Assistant Dean annually. The College has just established five annual awards of $200 to recognize excellence in advising.

The essential features in management of this successful centralized/decentralized advising network are recognition at all levels of the importance of academic advising, a comprehensive view of advising as a progression from preenrollment to placement, and coordination of the component units. Emphasis is placed on effective communication and utilization of the strengths of faculty, professional staff, and student constituents.

University Academic Advising Committee

Advising is coordinated across the entire university by the University Academic Advising Committee (UAAC). This committee is composed of a faculty and student representative from each college in addition to a representative from the offices of: Admissions, Financial Aid, Minority Students, Residence Halls, Student Counseling Service, and Registrar. The committee is chaired by a faculty member who serves in that capacity for a three-year term. This committee works to clarify policies and procedures related to advising, provides for adviser training through small and large group seminars, and disseminates information to advisers through college representatives and an *Adviser's Newsletter* which is published twice each semester.

Adviser Training

Adviser training is offered to faculty and staff advisers several times throughout the year. In the fall, a subcommittee of the UAAC provides a training session

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for all faculty and staff who are new to the advising system. This all-university meeting is followed by another session conducted by individual colleges. In the spring, the committee sponsors a university-wide seminar covering such topics as adviser evaluation, use of ACT College Report in advising, legal concerns of the adviser, and concerns of students in the 80s. Approximately 200 faculty have attended each of these seminars. Throughout the year a variety of campus tours are offered to provide advisers the opportunity to become acquainted with the registration process, financial aid disbursement, the residence hall system, and the services offered by Admissions, Student Employment, Minority Student Affairs, the Office of Student Life, and the Student Counseling Service.

Following the Annual NACADA Conference, attendees have provided highlights of the meetings at a seminar to which all academic advisers are invited. A notebook of conference handouts and session summaries was collated and made available to advisers who requested it.

Two years ago the UAAC purchased the ACT videotape on "Academic Advising," a training videotape for advisers. Since no one person at the university is responsible for training advisers, representatives from each college attended a training session on how the videotape could be used. The college faculty members then presented the videotape to small groups within their respective colleges. During the first year, the videotape was presented 15 times to a total of about 260 people. Written evaluations were collected from participants and were shared with the seminar leaders to aid them in future presentations.

Information Systems

Several procedures have been developed to aid the adviser in keeping up-to-date about college and university policies. The *ISU Information Handbook* is distributed annually and includes materials on academic policies and regulations. An *Adviser's Newsletter* is published four times a year. This publication includes: (1) the academic calendar of events for the current term, (2) changes in the university's policies relevant to advising, (3) upcoming advising seminars and tours, (4) special academic programs, and (5) experimental course offerings for the following term. In addition, many of the colleges provide advisers an *Advising Handbook* which addresses issues relevant to that particular college.

A new computerized informational network, called CYNET, became operational January 16, 1984. CYNET is a data base in the ISU Computation Center which contains information on academic and admissions programs, academic policies and procedures, and general facts about the university. It is universally accessible to all advisers, students, prospective students, high school and community college counselors, and anyone in the state or in the country with a terminal that can connect to the ISU Computation Center through WYLBUR. There is no charge for the CYNET information, although persons connecting by long-distance telephone will incur the regular telephone charges. CYNET provides the advantage over printed publications by serving as a central source of information which can be constantly updated. It is intended to improve the adviser-advisee relationship by providing a current source for answers to routine questions, thereby freeing time during a conference with the adviser for the student's academic concerns. CYNET will continue to be expanded as more information is programmed into the computer. Most recent additions include the schedule of classes for summer session and a tentative examination schedule for the next academic term.

Adviser Recognition

In 1979 the UAAC recommended to the university administration that performance in the role of academic advising be included as one of the criteria for promotion and tenure. This recommendation was approved by the general faculty, and since that time "Advising" has been included along with the "Excellence in Teaching" criteria for promotion and tenure decisions as published in the *Faculty Handbook*. The current *Faculty Handbook* outlines the criteria expected of advisers as follows:

> Faculty members whose responsibilities include academic advising of students demonstrate a high level of empathy toward students. They are knowledgeable about scheduling and about curricular and extracurricular matters, and they keep informed of current procedures and policies. They give counsel in academic and career planning areas as they assist students in learning to make intelligent decisions for themselves. Advisers are approachable, helpful, friendly, and tolerant when dealing with students. They work diligently in improving the advising process, both in their personal student contacts and through committee and administrative structures.

Further recognition of advising is illustrated by the awarding of several Outstanding Adviser Awards. The Colleges of Agriculture, Home Economics, and Sciences and Humanities have established their own nomination and selection criteria for these awards. In each case the award consists of a certificate and a monetary gift which is presented to the awardee at a major college meeting.

Eight to 10 additional outstanding adviser awards are presented each year by the Student Alumni Association. The awardee receives a certificate and/or plaque citing the individual for excellence in academic advising. In addition, the recipients are recognized at a pregame program during the football season.

Peer Advising

The peer advising program ("students helping students") was initiated in the College of Sciences and Humanities and now is a university-wide program in the Office of Student Life. Peer adviser applicants are chosen through a screening process and receive over 100 hours of training. Peer advisers are especially effective in working with students who have difficulty adjusting to the university; they do not perform academic advising. The Parents' Board of the Alumni Association has assisted in funding modest stipends for the peer advisers.

In the Spring of 1982, an organized study of peer adviser effectiveness with high risk students was initiated. Fifty students for the treatment group were selected from a list of College of Sciences and Humanities freshmen who had received less than a 2.00 grade point average during their first term. An additional 50

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students were randomly selected from this list to serve as the control group. The students in the treatment group were contacted by letter, then by phone, to set up a meeting with the peer adviser. At the first meeting, the peer advisers were asked to record the factors identified by the students as contributing to poor academic performance. During follow-up meetings peer advisers offered assistance in such areas as prioritizing activities, offering study skills and time management information, helping to motivate, raising self-image, providing encouragement, or just being a friend and listener. Peer advisers would refer students to other university services when appropriate. The number of meetings between the peer adviser and the student ranged from 1 to 12.

At the end of Spring semester the grade point averages of the students in the two groups were compared. The grade point averages of the students in the treatment group were significantly higher ($P \leq .05$) than those of the students in the control group. The number of students who did not return to school following Spring semester were fewer in the treatment group (28%) as compared to the control group (47%). This data suggests that with the support of peer advisers, low academic students will remain in school longer than those without this support.

The advising programs at ISU have developed into an effective, efficient system for meeting the needs of the students. It combines the efforts of professional and faculty advisers with support of peer advisers. Adviser evaluation instruments have been developed and a variety of adviser training seminars are offered. Advising has become a criteria for promotion and tenure decisions and excellence in advising is being recognized by the establishment of a variety of outstanding adviser awards. In addition, an effective system of supportive services is available to assist in meeting students' needs. These include a Student Counseling Service, Office of Student Life, Office of International Educational Services, Office of Minority Student Affairs, and Financial Aid and Student Employment Office. Representatives from many of these areas are members of the University Academic Advising Committee which acts as the coordinating body for the advising activities.

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The Award Winners

Hui Aikane Peer Advising Program

University of Hawaii at Manoa
College of Arts and Sciences

Submitted by:

Beatrice T. Yamasaki
Dean of Arts and Sciences
Student Services and Special Programs

Ray L. McDonald
Assistant Vice Chancellor for Academic Programs

NACADA Award Category: Public University

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Hui Aikane Peer Advising Program

Institutional Description

The University of Hawaii Manoa is the largest of the nine campuses in the UH system, the only state-supported postsecondary system in Hawaii. Although the major research campus and the only one offering graduate and professional degrees, UHM grants eight different baccalaureate degrees with over 80 major concentrations.

Nearly half of the approximately 20,000 students at UHM are enrolled as undergraduates in the College of Arts and Sciences, which offers four baccalaureates with more than 40 major concentrations and which also serves as a feeder college to other UHM upper division colleges, schools, and programs. To serve 10,000 A & S undergraduates the Arts and Sciences Student Services and Special Programs office, the college's academic advising center, has a staff of 10 professional advisers, 7 of whom advise part time in addition to performing teaching and research activities.

As the college advising center, Arts and Sciences Student Services and Special Programs' primary function is to assist students in determining their academic goals and through careful planning and monitoring help them progress toward graduation. This function is complicated by the multiethnic composition of the student population which requires sensitivity to differing cultural values and perspectives. Due to the small professional staff, the large student population to be served and the necessity for cross-cultural awareness, Arts and Sciences has sought alternative methods to better serve its undergraduates, particularly those most in need of direction and accurate and timely information, the freshmen and sophomores. To this end, Arts and Sciences developed the Hui Aikane Peer Advising Program in 1978, and in 1980 Hui Aikane became largely a student-run program under the direction of Joyce Settle, Arts and Sciences' Head Academic Adviser.

Program Development

The Hui Aikane ("a group of friends") Peer Advising Program was initiated in 1978 to augment the small professional staff in the College of Arts and Sciences Student Academic Services office. Before Hui Aikane existed, the advising office (now called Student Services and Special Programs) operated with a student/professional adviser ratio of 1500:1, which represents a serious understaffing problem since the generally accepted ratio is 300:1. Although the desired ratio has not been achieved even with the additional peer advising positions, Arts and Sciences has been able to serve more students as well as expand its outreach activities.

In addition to creating more advisory positions, albeit paraprofessional ones, with no increase in the office's operating budget, the primary goal was to offer underclassmen the opportunity to seek accurate and appropriate academic advice from their peers. It is well documented that students, particularly freshmen and sophomores, tend to more readily seek advising if they believe the experience will be a nonthreatening one set in a comfortable and friendly environment. Furthermore, it has also been shown that students generally prefer to seek advice from peers. Consequently, in order to serve more students and to deliver needed advice and support in a form that would be most inviting to students, the Hui Aikane Peer Advising Program became part of Arts and Sciences' advising services.

In the first academic year of the Program (1978-79) six upperclassmen, who had worked as aides at UHM's campus-wide New Student Orientation program, were selected to become peer advisers. These peer advisers were trained for employment as paraprofessionals and were expected to advise freshmen and sophomores individually and in small groups, conduct mini-orientation sessions at high schools for prospective college students, and participate in the planning and evaluation of program activities.

Since no extra funding for this program was available, these six students were technically hired as "student help." This meant a reduction in the student help clerical-assist positions in the college's advising office. Since an advising program of this sort also requires materials for presentations and other outreach activities and the general office's budget was severely limited, the program director solicited donations from family and friends and established a fund through the University's Foundation program. This fund has also been augmented by Hui Aikane peer advisers selling discount coupon booklets. This combined effort has resulted in a small but continuing fund which helps to defray some current expenses and will someday be used to realize Hui Aikane's future goals.

In February 1980, a resolution was introduced in the Hawaii State House of Representatives in recognition and support of the Hui Aikane Peer Advising Program. Thereafter, the Office of the Chancellor at UHM set aside $10,000 annually for the operation of the program. Since this time, the Hui Aikane Program has realized no increases in its budget; this, of course, means that in effect the operating budget for the program has been reduced due to the steady rise of inflation during the period following 1980.

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In addition to limited funding, the Hui Aikane Program has faced, and will likely continue to face, the problem of finding a desirable number of suitable candidates to serve as peer advisers. Since a peer adviser must be an upperclassman, relate well to other students, have a strong desire to serve other students for relatively low pay, and be able to meet the demands of his or her academic schedule as well as put in the required hours in the advising office, the pool of qualified and able candidates is small. Furthermore, the most qualified candidates are usually beginning their final two semesters in college after their peer advising training. Although many of the peer advisers have willingly postponed graduation for a semester, most peers are only able to serve for a maximum of three semesters, so the need to find new candidates is an annual concern.

As a student adviser program, in its early years Hui Aikane also had the problem of proving itself to be a credible program. The UHM academic community and the larger educational community were initially skeptical that upperclassmen could consistently deliver accurate academic advice to other students, since many programs that advertise themselves as peer advising programs are not sanctioned by the institution they say they represent nor are these "peer advisers" adequately informed about college and university programs and policies. However, over the years the Hui Aikane Peer Advising Program has gained the respect of the university and off-campus educational communities. As the evaluations of the program show, the peer advisers have done an excellent job of advising students and of representing the University of Hawaii Manoa and the College of Arts and Sciences at high schools, community colleges, and to the community at large.

Goals and Objectives

In addition to continuing the services it now offers (see section Program Description), the Hui Aikane Peer Advising Program plans to

1. provide a coordinating service at UHM for all requests from high school and community college counselors who wish to visit the UHM campus or who would like representatives from the administration and student groups to visit their campuses. Presently, high school and UH community college counselors must contact individually each office. With the Hui Aikane Program coordinating these on- and off-campus visits, the counselors would save considerable time and energy, and prospective students will receive information they desire in a timely and efficient manner. At present no UHM office or program provides this coordinating service.
2. expand its current services. Since Hawaii is an island state, Hui Aikane peer advisers have in their outreach work traveled by air to high schools and community colleges on the neighbor islands (Kauai, Maui, and Hawaii). The neighbor island campuses visited by peer advisers have been most enthusiastic about and appreciative of their visits, since it is nearly impossible for most non-Oahu students to visit UHM's Honolulu campus to meet with student representatives. Hui Aikane would like to extend this service to all public high schools.
3. provide an information hot line. This 24-hour telephone hot line service would be available to prospective and currently enrolled students as well as counselors and would offer accurate information about UHM as well as serve as a much-needed referral service. This hot line could also serve as a crisis-intervention function, in particular during the high stress periods of midterm and final exams. The peer advisers could simply listen to and talk with distressed students or, for the more serious cases, refer students to a campus psychologist or psychiatrist. At present the only central information service on campus is available only during regular working hours and is able only to refer callers to other offices. Often callers must contact several offices before the appropriate one is reached.
4. continue to publish, update, and expand Arts and Sciences' publications (including *Strategies for Survival, A Major Decision,* brochures, and bookmarks). Some of the information contained in these free publications is not available in written form elsewhere. Also, students are more likely to read publications if they are visually inviting, humorous, and easy to understand.
5. become a completely student-run program. In 1980 Hui Aikane chose its first student coordinator. Since then the program has had several coordinators under the direction of the Arts and Sciences' Head Academic Adviser. The goal is to eventually have qualified students be fully responsible for the operation of the program with the present director acting only in an advisory capacity.

Program Description

The Hui Aikane Peer Advising Program is based on the premise that students can relate well to other students because of common experiences. Because of this commonality, students, especially underclassmen, will more readily seek advice from peer advisers, those whom students perceive to be friendly and informed.

After completing a comprehensive semester-long training in which they learn interpersonal communication theory, develop effective counseling skills, and become familiar with university rules and regulations and campus resources, the Hui Aikane peer advisers assume the duties of paraprofessional staff members in the College of Arts and Sciences' academic advising office. They conduct individual and small group advising sessions with Arts and Sciences students and work at the advising office's information counter.

The peer advisers visit high schools and community colleges on Oahu and the neighbor islands (Kauai, Maui, and Hawaii) to meet and talk with college-bound seniors and future transferees. In addition to these activities, the peer advisers participate in UHM's New Student Orientation Program by helping students plan academic programs and by guiding them through the registration process, operate an advising center near Klum Gym, the registration headquarters, and advise in the gym where freshmen and sophomores register. Hui Aikane advisers also serve as resource persons at college and career fairs sponsored by the community.

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Procedures Used in Program Evaluation

The Hui Aikane Peer Advising Program regularly requests that students evaluate their services—group and individual sessions at the advising office, presentations at New Student Orientation, and informational programs conducted at high school and community college campuses—by completing written forms. The Hui Aikane Program has also been informally evaluated by UHM administrators and faculty and by non-UHM personnel.

Results/Outcome

The Hui Aikane Peer Advising Program has increased Arts and Sciences' ability to advise more of its underclassmen efficiently, effectively, and accurately. The very presence of *peer* advisers has encouraged underclassmen to seek academic counseling.

Hui Aikane peer advisers have also been able to provide needed and credible outreach services to high schools and UH community colleges through UHM presentations and off-campus visits where none previously existed.

By assuming primary responsibility for advising freshmen and sophomores and by manning the information counter, Hui Aikane peer advisers have given Arts and Sciences' small professional staff the extra time needed to efficiently complete required record-keeping activities (e.g., evaluation of transfer work, graduation record checks), develop specialized services and programs, such as preprofessional (health and law) advising, as well as work on special publication projects and college policy and procedure review studies.

In addition, the peer advisers have served as a daily reminder, through their enthusiasm, dedication, and hard work, that the primary mission of a college academic advising office is to serve students impartially yet compassionately.

Potential for Adaption by Other Institutions

The practical benefits resulting from the creation of a peer advising program at a large institution with limited funds, a sizeable undergraduate population, and a small professional staff is invaluable, as shown by UHM's experience with the Hui Aikane Peer Advising Program in the College of Arts and Sciences. However, if an institution subscribes to the belief that the primary mission of the college, school, or program's academic advising office is to offer students, especially those students who most need early contact with advisers, responsible and accurate academic advising in a comfortable and encouraging environment, then academic advising delivered by the students' peers will, in all likelihood, be the most effective.

In addition, the program offers valuable training and experience to upperclassmen who wish to enter the "helping professions" and/or to gain interpersonal skills and cross-cultural perspectives. Therefore, any institution which seriously proposes to understand and meet the needs of minority and/or foreign students may use its student resources at minimal cost and for long term gain.

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The Award Winners

Freshman Explorations
Tufts University

Submitted by:

Peter L. D. Reid
Associate Professor of Classics
Chairman
Committee on Undergraduate Advising and Counseling

NACADA Award Category: Private University

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Freshman Explorations

Overview

Tufts University offers its incoming freshman class a choice of two advising programs. The first, Academic Area Advising, is similar to conventional programs offered at many colleges. It is the second choice, Freshman Explorations, which is unique among university advising programs and which we feel merits the attention of ACT and NACADA. Not only have Explorations consistently been the more popular advising option among freshmen, but we believe that such a program might be implemented at other institutions.

In brief, an Exploration is a seminar which combines freshman advising with a nontraditional academic experience. Twelve to fourteen entering students participate in a group led by a team of upper-level undergraduates and supported by a faculty member who attends the group's weekly meetings and who acts as academic advisor. Freshmen in an Exploration benefit, therefore, from both immediate and sustained contact with a number of their peers, with a team of knowledgeable advanced undergraduates, and with a faculty person committed to their well-being. (An ancillary, but perhaps equally important, benefit is the valuable leadership training received by the upper-level undergraduates who design and teach the Explorations.)

Exploration topics have ranged from "The works of Ayn Rand" to "The Essence of Humor," from the campus-bound "Tufts University Television: TUTV" to the city-wide "The Museums of Boston," from the classroom "Utopian Literature," to the streets of Boston, "Introduction to Boston: an Ethnic Mosaic." The Exploration process begins in the spring semester prior to the school year in question. The upper-level undergraduates formulate a topic, interest a faculty member in their idea, and submit their brainchild to the Experimental College Board. The board solicits recommendations from the students' advisors and teachers and makes decisions before summer vacation. During the summer, the prospective leaders correspond with the freshmen who have opted for their Exploration, and refine their seminar outlines. On the first day of orientation in the fall the leaders greet their freshmen and help them through the difficulties of the first week. When classes begin, the Exploration meets weekly in a regular three-hour time block. Since the freshmen get a full academic credit, they are expected to attend, participate in class discussions, do reading and outside assignments, and complete a final paper or project.

Development and Implementation

At this point, a word must be said about the Experimental College, the parent organization which conceived the Explorations program and administers it. Founded in 1964 the Ex College was originally "an attempt to find a way to experiment sufficiently with different kinds of courses, different mixes of students and different areas of knowledge which had not been tested in the university before." It was dedicated to the improvement of undergraduate education, to be governed by a board that was granted by the Faculty of Arts and Sciences "freedom from interference in the discharge of their mandate" for a period of five years. Their charter was renewed every five years until, in 1979, an external review committee recommended that the Ex College receive a permanent charter, which the Faculty of Arts and Sciences then approved. The board is made up of five faculty (one from each major area), five students, the Director, Assistant to the Director, and Staff Assistant. Faculty and students serve limited terms. The composition of the board ensures support from both faculty, of whom a large number have done due service on the board, and the student body, who see their equal representation on the board as a route for academic change and the implementation of new ideas.

The character of the Ex College, backed as it is with the goodwill of both faculty and students, is an important factor to consider in any evaluation of the Explorations program. Explorations are not something organized by a central university administration; they are conceived by students, overseen by faculty, and administered by a staff reporting to a faculty student board. In 1983, many of the student leaders themselves had participated in Explorations as freshmen and more than half the faculty advising them had themselves served on the Ex College Board.

The Explorations program has just completed its tenth year. It was conceived by the Ex College Board in 1973 for the 1974 incoming class. Twenty Explorations were offered that year, reaching 237 freshmen, about 20 percent of the class. The program remained about the same size until 1980, when it doubled to 40 Explorations, with 540 enrolled. This year, with 48 Explorations offered, with more than two-thirds of the freshman class enrolled, and still more wanting to join the program than can be accommodated, brings to an end a decade of growth and experimentation.

Description

The Upper-Level Leaders

Why would a junior or a senior want to lead an Exploration? It demands a lot of work, a lot of planning for months before. There are risks involved; after all, you might fall flat on your face! And the responsibility—why you might have to miss a movie or a night out with friends, because if you're an instructor, you can hardly

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just forget the class. Why would one do it? In fact, more upper-level students want to lead Explorations than there can be found faculty willing to oversee them. Why? There are three possible reasons. The most obvious would be the academic credit involved: one and one-half credits. However, most would agree that there are very much easier ways to earn one and one-half credits. A surer reason would be that students realize this is a great opportunity for them to tackle a project which is truly their own, one that is both challenging and rewarding, one that gains them status in the eyes of their peers and self-respect in their own eyes. Also, many have themselves participated in the program as freshmen; they have perhaps felt, "I could do that, and do it better!"

Much of the success of the program depends on the upper-level leaders. For this reason, it is essential to make sure that it is undertaken by only the most motivated and responsible students. The Ex College does not make it easy for students to put the whole thing together. Initially, there are hurdles to be leapt, problems to be solved, deadlines to be met. When a student team has managed to put together a proposal and has secured the commitment of a faculty member, their records must still be assessed, recommendations from advisor must be obtained. Then, when the semester is under way, the leaders must undergo their own weekly training, meeting in groups of 25 for leadership instruction under the aegis of the Director of the Ex College. Still, some leaders do not come up to expectation; in these cases, much more responsibility devolves upon their partners and upon the faculty advisor.

The Faculty Advisor

At Tufts, freshman advising is recognized as a faculty duty and as such it is not rewarded with any remuneration, stipend, or lighter teaching load; neither is such service given weight in tenure and promotion decisions. The same applies to faculty participation in the Explorations program. A faculty member who agrees to be the advisor of an Exploration is taking on an extra load of three-to-four hours per week for which he receives neither compensation nor "merit points." Hence, it is a remarkable tribute to the strength of the program that last year as many as 48 faculty and staff volunteered to take part.

The advisor's role varies with the individual. Some are content to be merely an advisor to the freshmen and a background observer in the seminar. Some want to be more active resources for seminars in topics where they have some expertise, so that they can help in the instruction; frequently student leaders who are short of confidence will seek out such an advisor, knowing that help in the instruction will be at hand. Some faculty will become a member of a group studying topics about which they know nothing. In this way, they feel that they share in the joy of discovery, while someone else does all the work. That was why last year I agreed to supervise an Exploration called "The Art of the Cartoon" and this year one called "TUTV."

One Exploration (from a Faculty Viewpoint)

I was first approached by Yvette and Dan, two juniors, last spring. They were looking for a faculty member to participate in an Exploration which they were planning on TUTV (Tufts University Television); they were themselves members of TUTV and thought it would be a good idea to instruct a group of interested freshmen in TV production. Though knowing nothing myself about TV production (I am a Classics professor), I responded enthusiastically (after all this might be my chance to learn something useful), checked on their academic status and agreed to the responsibility. After completing their proposal and having it approved by the Ex College, they came back to discuss the goals of the Exploration and to set up a course outline. In midsummer, I received a list of the freshmen enrolled in this Exploration—my new advisees—with information about their dormitories and the place where I would first meet them in orientation. At the appointed time on that Fall matriculation afternoon, they were all there under the beech tree: twelve liberal arts freshmen, two engineering freshmen, and the two leaders (who had written each of their charges in the summer and had now just met them in their rooms and helped to show them the ropes). We all went to dinner together, made plans where to meet as a group next morning, and then separated for the evening rituals. Next day we talked as a group about advising matters: planning a program, the foundation requirements (writing and languages), the timetable, courses in general and in particular—all those sudden changes of perspective that turn a high-schooler into an instant college kid. On Friday I met with each of them individually and approved their programs, for which they then formally registered. On Monday classes began, including the first class of TUTV, scheduled for 3:30-6:30.

We were all a little nervous: the freshmen, because it was after all their first day of college classes, the upper-level instructors, because they had never taught before, and myself, because I knew nothing about the subject under instruction and could hardly rescue my novice instructors from a disaster. But we got off to a very good start. For fifteen minutes we held a group advising session. Did you get registered for the proper courses? Any problems with your schedule? What were your first classes like? This was to set the pattern for all our future meetings. Every class started with a few minutes' discussion of advising questions, both particular (should this course be taken pass/fail) and general (the objectives of a liberal arts education). This discussion was mostly led by Yvette and Dan so they were well warmed up and relaxed when they switched to the seminar topic and the actual instruction.

The first three classes were a mixture of hands-on instruction with equipment and a discussion of the process of producing, from the brainstorming stage to the finished product. Each student learned how to use the camera, lights, sound-recording equipment, mixers, editors and other technical equipment; they also had experience taking the camera out into the street for impromptu interviews with passers-by. Their assignments were mostly designing short segments for filming—to begin with, 30-second ads, then 5 minute playlets—but there was also technical reading as well. For the final project, each freshman had to write and then direct a short play. The direction/production involved assigning jobs to camera crew, actors, stage manager, lighting/sound manager, and props manager. When not directing, each played one or another of these roles.

For much of this my role was mainly that of

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advisor and observer. I was able to meet with my advisees as a group each week, was able to take them aside for discussion individually, and still able to share their evident enjoyment in the seminar. It was an ideal advising environment. On a couple of occasions I was also able to help the seminar over problems with the availability of the equipment. And early on I met with the instructors weekly to discuss how things were going and to give advice on the handling of the seminar. In addition, the group arranged a couple of social occasions and an outing to a local television studio.

What Does an Exploration Achieve?

From the first moment of their arrival at Tufts freshmen in our Exploration had an immediate sense of community: a group that dined together on day one, shared the traumatic adjustments to college life of the early weeks, and met for the same class, an informal and relaxed one at that, every week. They became close to two advanced undergraduates who could act as their big brother/big sister and help them with problems outside those related to academics, and they also saw their advisor every week and were encouraged to raise all sorts of advising questions, both for general discussion and for private interview. A student could say in the group, "I think I'm failing math." The leaders and advisor could then talk with the group about the Academic Resource Center (for tutorials), about the pass/fail option, about the mechanics for dropping a course. Another, a more reserved one, could step aside with the advisor and express "worries" about his language course; the advisor would deal with it on a more personal level.

The benefits of an Exploration can also be made available to that lost soul who begins college in the winter term. This late-starter usually has a very rough time; he or she has missed out on all the initial orientation, has no support group, does not feel a part of his/her freshman class, in fact feels like a total stranger in January. This person probably is assigned to an advisor who had twelve freshmen advisees in September and unconsciously assumes that this new student knows all the academic requirements as well as they now do. At Tufts we now *require* all such mid-year freshmen to do an abbreviated form of an Exploration.

Perhaps a more subtle strength of the Explorations program is that the freshmen in any given seminar are encouraged to feel that they have a stake in its success. The student leaders stress that they want ideas to come from the group. All must participate; all will be held responsible if the seminar grinds to an ignominious halt. If the topic seems headed in a sterile direction, the group itself must help in realigning it.

Most of the above details relate to the benefits obtained merely by the format of the system. Put twelve freshmen in a room with an advisor and advanced undergraduates once a week and benefits like this are almost bound to accrue. But one other substantial benefit derives from the program, one that is hard to duplicate in any other campus activity. The seminar for freshmen becomes, as I mentioned earlier, a course in responsible leadership for the upper-level leaders. There are few occasions in college life today where students can receive legitimate leadership training. But thanks to the Explorations program more than 10 percent of every graduating class at Tufts will have had the responsibility of developing a seminar, of giving instruction for academic credit, of articulating their ideas before a group every week, and of guiding a discussion of those ideas—and all with the support and guidance of an experienced mentor. As a faculty advisor, I have been able to watch apprehensive and inarticulate juniors turn into confident and cogent leaders in a matter of weeks. They will make mistakes. After a class that did not go well, they will tear their hair in frustration or be very depressed at what they perceive as their own failure. But with guidance, discussion of the problem, and with the support of the group, they almost always survive such bad days and learn from them.

One further advantage of the program is the cohesiveness that Explorations give to the freshman class as a whole. Since attendance at the seminars is compulsory (by missing more than two a freshman can forfeit his credit), and since the leaders meet every week with the Director of the Ex College, a direct line of communication with most of the freshman class can be opened up. A question (e.g. what about a halloween dance?) can be put to the leaders one afternoon and one week later two-thirds of the class will not only have said yes but will have suggested themes, music, and volunteers to lay the whole thing on. Perhaps more importantly, the university can quickly be made aware of difficulties in the freshman class, of its wishes and desires, its needs and dissatisfactions. If information is needed from a class as a whole (currently, two committees to which I belong, the Advising Committee and the Foreign Language Committee, have assessed information obtained by a poll of the freshman class), a questionnaire can be given to the leaders one week with returns of close to 100 percent a week later.

Evaluation Procedures

Each Exploration is evaluated twice by the freshman participants, and once in writing by the upper-level instructors and the faculty advisor. But in some respects there is continuous evaluation going on. Since the leaders meet weekly with both the faculty advisor and the Director of the Ex College they are constantly having to assess their own performance and at each class session the faculty advisor, consciously or unconsciously, assesses progress and notes improvements that can be made.

In these ways, the director is thus able to keep in touch with each Exploration individually and to monitor performance. The program as a whole is evaluated each year by the Ex College Board. The Dean of Freshmen, the Dean of Undergraduate Studies, and the Committee on Undergraduate Advising and Counselling also monitor the program as a whole. Each of these has endorsed the program enthusiastically, each is on record as appealing to the faculty for further support in volunteering to supervise Explorations. Some members of the administration are so keen on the program that they have advocated its use as the only advising option for freshmen, suggesting that all freshmen should participate in it. However, there are advantages in having two systems for freshmen to choose from. And the question remains: how could enough faculty be found to supervise the 80+ seminars that would be needed?

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Costs

Each Exploration has a $50 budget; the money can be used for field-trips, several ice cream runs, or one spaghetti dinner for all concerned. The leaders and faculty advisors are of course unpaid. The costs are therefore minimal.

Potential for Adaptation by Other Institutions

I have already stressed the importance of the role of the Ex College in the undergraduate college as a whole. A program like Explorations could easily be conceived and implemented under its charter, which essentially established the Ex College in the university with the same status as an academic department. The board could have the idea by Christmas, work out the details and advertise among the upper-level classes by April, and have a test group of Explorations starting in the fall, with none of the red-tape of committee and faculty approval which a program conceived by the administration might have faced. Whether such a program could have been implemented without the Ex College behind it, we do not know. But a better advising format for freshmen is hard to imagine at any cost. And with the assurance that the idea has worked on this campus at least, other colleges might well consider running a test program of half a dozen freshman explorations on an experimental basis.

This program for freshman advising was originally conceived by the Board of the Experimental College and has been implemented and managed through the years by its Director, Robyn Gittleman. She reports that this fall the program will offer more seminars than ever before and that 60 percent of the freshman class will be enrolled in them.

Peter L. D. Reid, Associate Professor
Chairman, Committee on Undergraduate
Advising and Counseling

Assisted by:
Howard Woolf
The Experimental College

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The Award Winners

The Revised Academic Advising Program at the College of the Holy Cross

College of the Holy Cross

Submitted by:

Joseph H. Maguire
Assistant Dean

NACADA Award Category: Private College

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The Revised Academic Advising Program at the College of the Holy Cross

Institutional Description

The College of the Holy Cross, located in Worcester, Massachusetts, is a private, liberal arts coeducational institution. It was founded in 1843 and currently has 2,500 undergraduate students. In 1983-1984 some significant changes were initiated in the academic advising activities of the college. A brief historical survey of advising at Holy Cross during the last twenty years will show what led up to the present changes. Those twenty years have seen many changes in student life, curriculum, campus resources, cooperations with other colleges and universities in the same city and in the composition of the student body. In 1972 Holy Cross admitted women students for the first time and did not increase the size of the student population. The college receives approximately 4,500 applications for some 650 places per year. The enrollment is almost exactly evenly split between men and women students. There are no graduate, part-time, summer or evening programs.

Program Development

Twenty years ago each student had a nominal advisor. There were very few formal occasions requiring both advisor and student to come together for a meeting. There had been a long tradition, which remains today, of instructional academic advising by many faculty who made themselves very available to the needs of students. Also, for more than twenty years there has been a prelaw and graduate studies advisor to give specific advice and counsel to students planning on law school or on graduate study. For an even longer time there has been a very effective premedical/predental advising program for similar assistance to students interested in the health professions. The Chaplain's office with its professional staff of chaplains and the Counseling Center and Career Planning Office offer assistance to students dealing with a wide range of questions and concerns. There are four full time professionals in the Counseling Center.

So, students with personal problems and specific groups of students have been well provided for over the years. And, until 1970, the existence of a core curriculum gave much structure to the program of study for all students. But in 1970 that core curriculum was abolished. Now, everything became elective with the sole requirement that a student complete a major. At this point, with so little structure, it became obvious that more effort had to be devoted to the development of a stronger advising program to meet the academic needs of students.

First came a division between freshman year advising (often done by faculty outside the student's major for those with majors and also involving that one-third of the class who had not yet declared a major) and advising for the three upper years. This latter advising became the province of the major department. The assistant deans of the college, in their capacities as class deans, oversaw the mechanics of the system. Two important policies developed: first, all faculty must be willing and are expected to advise; second, faculty serving as advisors to freshmen will be screened and selected by the academic deans. These advisors represented 35-40 percent of all faculty. Soon after this, the tie-in was made, for first semester freshmen, that required in virtually all cases that the advisor be one of the student's course instructors as well. This was done so as to suggest in a very natural way that there be increased contacts between freshmen and their advisors. The assignments of these advisors was made by a single course summer mail preregistration directed by the Class Dean. On the whole this proved to be a good choice.

With the elimination of the core curriculum a booklet was prepared (*Academic Information Booklet*) and has been rewritten as appropriate and reissued each year to all faculty and to all incoming students. This was certainly helpful to advisors but it was written (and still is) more for the use of students. Late in the 1970s a *Course Guide* was prepared each semester for the time of preregistration. This offered in a unified format one page of information about each course (intended for whom? readings? prerequisites? assignments? comments by professor) which has proven to be steadily useful.

Preregistration in November and April for subsequent semesters eliminated the amphitheatre registration. It also afforded a natural chance for advisors to meet seriously with their advisees. For the past several years students have been required to discuss their preregistration course choices with their advisors. This has enhanced the strength, the visibility, and the influence of the program.

Advisory programs are a convenient target for criticism. They are difficult to evaluate, their results are seldom tangible, and they exist widely as an adjunct—one faculty duty among many. Seldom is much hard cash spent on them. Seldom are they taken into consideration in a rigorous promotion or tenure process. Yet, they are critically important. For many students they represent a very direct institutional contact. Several times in the last dozen years the advising program at Holy Cross was questioned, discussed and, in a rather

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nonscientific manner, evaluated (or perhaps more accurately, described. In the academic year 1982-1983 the most recent review of advising was undertaken. That review and the resulting changes are the core of this paper.

Goals and Objectives

Several concerns had persisted over the years. One was *the equalization of advising load* (some faculty in departments with a large number of majors had more students to advise than did others of their colleagues). Another was *the whole question of continuity.* The student would have a freshman advisor, receive a new advisor in the sophomore year and perhaps in subsequent years, depending on such issues as sabbaticals and departures of faculty. *More dissemination of information in a single source* would be of significant help, some thought. *Updating faculty advising skills* was seen as a need as was providing for *uniformed record keeping by advisors.* Also, means to *account for any problems which might arise due to the individual differences among advisors* had to be developed. In all these there also lurked the question of how advising should be weighed and evaluated in the tenure and promotion process. Lacking the wisdom of Solomon, we have not yet come up with a sure and safe way to solve this last issue.

As this review was being done, the academic deans surveyed all faculty and administrators as well as hundreds of students, asking for their suggestions and plans. The deans met on several occasions with the Educational Policy Committee, with the departmental chairpersons and with other groups, in addition to their own meetings on this topic. Gradually some real consensus areas developed. The process came into a clearer focus. Also, some of the parts of the program that existed previously were ratified. Faculty became impressed that the issue was being scrutinized so carefully. They saw the expenditure of time and of money (later, in publications, etc.).

Program Description

The continuation of the *Academic Information Booklet* and the *Course Guide* was ratified. The belief that freshman year advisors should be chosen selectively was affirmed. The tying together of advisor/teacher for the first semester of the freshman year was recommended whenever practicable. Attempts to determine how an advisor's success or failure could be measured were encouraged. But there were new directions, changes in practice, that were also ordered, and these were undertaken.

The first new development was the provision of a *Handbook for Advising.* This handbook is a compendium of published policies, services, and resources all in one place. It also includes copies of forms used by students (e.g., add/drop a course, change major, declare a course pass/fail, register for a course at another institution in the Worcester Consortium for Higher Education, leave of absence request, etc.). These forms and comments about where they originate and how to use them comprise the final section of the handbook. All college publications were surveyed for policies to be included in the handbook as were various administration offices. Finally, a question and answer section was provided after soliciting from the faculty their most commonly asked questions.

The organization of the handbook with color coded sections in a three ring binder and five divider inserts totals 78 pages and the book is printed at the college. Exclusive of printing costs, the binder and divider costs were $4.65 minus discount. The first printing was for 200 copies. This year 100 copies will be printed, with updated pages for the original 200 copies also being issued. After a title page, a letter from the Dean, and a Table of Contents and Introduction, there is a section of policies (25 pages; each policy begins on a new page), a section on special programs and services (26 pages), a current information section (7 pages, including Campus "Yellow Pages"), and a collection of forms in use (14 pages). Included with the handbook are copies of class schedules, *Academic Information Booklet,* etc. From time to time revised pages are issued. Supplementary literature on advising is also sent to the faculty. Recently, for example, each faculty member received Idea Paper No. 3 from The Center for Faculty Evaluation and Development at Kansas State University, "Improving Academic Advising" by Thomas J. Grites.

The next significant development in this revision of our advising program to assist faculty so that they might better advise students was the development of an Academic Advising Record. A manila file folder was designed by one of the assistant deans with advise from the other deans. The folder will stay with the student's advisor (or transfer to the new advisor) until the student graduates or withdraws. It will then be destroyed. The cost of the printed folders was $0.53 per folder. Each year the Data Processing Center will provide an updated label with name, campus address and telephone, post office box, major, advisor, parent's name and home address, identification number, etc. Also, on page one, is a photograph of the student, provided by a summer soliciting prior to freshman year or, failing that, a copy of the student's identification picture. Page 2 of the folder provides for a record of preregistration jottings and page 3 for other inquiries, referrals, and conferences. The back page suggests various ingredients of the Holy Cross Experience with the hope of encouraging the advisor to suggest some of these to the student. Folders are prepared (with labels, photograph, jottings pages, etc.) by the appropriate class dean's office. Already the use of this folder has received numerous positive comments from advisors. It suggests better organization and record keeping to them and gives them a more professional appearance in meeting with their students.

In addition to the handbook and record, a Workshop on Advising was held on the Friday before classes began in August. The workshop was four hours in length. All faculty were invited to attend and 90 of 180 did in fact attend. The Educational Policy Committee had requested that such a workshop be organized and offered at least every other year. The structure had presentations by a keynoter (former class dean and current classics department chairperson), by the director of the Counseling Center, and briefer remarks by the Associate Dean of Students, the Prelaw and Graduate Studies Advisor, the Director of the Honors Program, the Registrar, and the Assistant Deans. These brief sessions all dealt with special issues and services.

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There were three faculty reactors to the keynote speaker. The discussion was open and was not directed merely to the speakers. Many faculty responded to their colleagues. Refreshments were served before and during the meeting and a several course luncheon followed, all complimentary. Faculty members discussed advising-related issues during the luncheon.

The principle of continuity is especially important. One of the goals of the revised program is to eliminate the frequency of advisor changes. To this end, students entering sophomore year are being offered the chance to remain with their freshman year advisor or to receive an advisor from their major department. Just offering this choice will mitigate much of the student criticism of previous advising practice. Departments assigning advisors to their majors are being asked to bear in mind factors such as sabbatical leave schedules, etc. The principle of continuity may begin to address, at least in some small way, the equalization-of-advisor-load issue.

Procedures Used in Program Evaluation

Procedures used in evaluation thus far have been qualitative rather than quantitative, verbal rather than statistical. But the deans are now beginning to plan a more rigorous questionnaire type of evaluation for the revised program's second year of operation. Many comments have been received more casually and they are summarized in the next section.

Results/Outcome

The reactions reported by faculty upon receipt of materials and after the workshop have all been positive. Most of them are:

1. It's good for us to be talking to each other about advising practices.
2. It is very helpful to have in one place all the policies.
3. The Record helps to keep documents in good order and helps the advisor to keep an accurate picture of the student.
4. The administration must be taking our work as advisors seriously, spending money on materials, workshop, etc.

Students have commented positively on the thrust of these changes, although they of course see the individual differences among advisors and they each have their own expectations of what an advisor is and what he or she can do.

Potential for Adaptation by Other Institutions

The materials developed for our program, the kind of workshop offered and some of our other practices can be adapted by other institutions. Already three institutions have discussed our program with us this year and have received our materials. Any institutional representative who wishes to do so should feel free to write or call the author at the College of the Holy Cross. Samples of materials will be mailed and visits will be welcome.

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The Award Winners

Total Student Development

Heidelberg College

Submitted by:

Robert E. Oleson
Dean of Student Life

Kenneth Porada
Chairman
Total Student Development Committee

NACADA Award Category: Church-related College

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Total Student Development

I. Institutional Description

Heidelberg College is a liberal arts institution located in Tiffin, Ohio. It was founded in 1850 and is affiliated with the United Church of Christ. Its mission is stated in the current catalogue: "Heidelberg College is a community that integrates learning and life. It fosters the growth of whole persons who can act effectively with human values in a world of continuing change. . . . Working together, students and staff strive to clarify and affirm values which produce creative, responsible individuals."

The College offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees. Currently, there are approximately 1,000 students enrolled at the school, including those in the English Language Institute and Lifelong Learning Division.

II. History and Development of the Total Student Development Program

A. The program was researched and developed by a faculty-staff-student committee during the 1976-77 academic year. The intention of the committee was to develop an advising program which focused not exclusively on academic matters, but instead on the holistic development of each individual. Students would be encouraged to integrate all facets of their college experience and to employ a planned, goal-setting approach to developmental change.

B. The Committee proposal was approved by the general faculty in May, 1977. The TSD manual and TSD handbook were written that summer, and students first participated in the program during the fall semester of 1977-78.

C. Since then, the program has been reviewed and modified yearly by the TSD committee. The first major revision of the program was completed during the spring of 1983.

III. Objectives of the Program

A. To provide necessary information and social support for a student's initial adjustment to college.

B. To introduce students to the goal-setting process as a strategy for planned developmental change and to help the student integrate the personal social, academic, cultural, and career aspects of college experience through practice with this process.

C. To increase student awareness of and use of college resources.

D. To provide the opportunity for students to assess their academic strengths and weaknesses, career interests, and value systems.

IV. Description of the Program

A. A faculty-staff committee appointed by the President of the college and chaired by a faculty member is responsible for program development and evaluation. The program is administered by the office of the Dean of Student Life.

B. The program is conducted in small groups of 8-12 new students led by a faculty member and one or two upperclass students. All facilitators, as the group leaders are called, receive training prior to their participation in the program. The training sessions help facilitators develop small group skills, and familiarize them with specific tasks and sessions for which they are responsible. Outside consultants, such as Ted Miller, William Perry, John Gardner, Judith Prince, and the Gestalt Institute, have also been brought to campus as part of the facilitator training program. We have found that the training sessions have helped both faculty and students become aware of student development theories and practices as well as of community building skills.

C. Including summer orientation and subsequent meetings throughout the school year, the groups spend approximately forty hours together. Topics considered in the group meetings include the goal-setting process and related issues, student self-assessment, academic policies and advising, study skills and time management, social and cultural opportunities at the college, and campus resources. The objectives of each meeting, as well as the instructions and materials needed for specific activities, are provided for facilitators in the TSD manual.

D. Academic advising and schedule preparation is conducted through individual conferences between students and facilitators. As an additional aid for advising, facilitators receive the *TSD Handbook* which contains detailed information about all academic departments and special programs at the college.

E. The program operates on an annual budget of $9,000, primarily for cost of printing and other materials. No funds are allocated for salaries, as all facilitators serve on a voluntary basis.

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V. Evaluations and Evidence for Effectiveness

Since its inception, the TSD program has been regularly evaluated through a variety of procedures. A selected summary is presented below.

A. Each year, faculty/peer facilitators and students are asked to evaluate the program.

B. Each year from 1980 to 1982, students with above and below average attendance at TSD meetings were compared on a survey which attempted to measure knowledge of college resources, the extent of participation in cultural, social, and governance activities at the college, and attitudes concerning the effectiveness of facilitators and the TSD program. The results for each of the comparison years indicated that the higher attendance group had a significantly greater degree of participation in a range of campus activities, including departmental organizations, musical and theatrical products, and religious groups. They also reported a more positive attitude toward the TSD program and a closer relationship with their facilitators.

C. A similar pretest posttest study (M.L. LaGuardia, Master's thesis, BGSU, 1979) found that students with high TSD attendance showed a significantly greater increase in goal-setting behavior at the college than those with lower attendance rates. The results of both this study and those reported in Section B should be viewed with caution, however, because it is likely that students with high TSD attendance are generally more motivated toward collegiate success than those with low attendance.

D. Comprehensive outside evaluations of the program have occurred in 1978 and 1982. In both instances, the evaluations were conducted by Dr. Theodore Miller, a nationally recognized author and consultant in advising college students. While the evaluation reports were largely concerned with specific aspects of the program, both were generally quite positive. One communication in 1978 stated: "I believe that you are moving in a direction that many colleges and universities will wish to emulate in the years ahead. Both private and public higher education institutions need to establish education programs which aid students in achieving personal development skills and competencies which will help them guide their lives. Your program is an excellent example of an endeavor in this direction."

E. The program has received national recognition. Over 80 copies of the TSD manual have been sold to other colleges and universities, and the Heidelberg program directors have served as consultants in establishing similar advising programs at other institutions. The program has also been presented at a number of conferences, including the National Academic Advising Association and the American College Personnel Association, and in several publications.

F. The Career Planning and Placement Office reports a perceived increase in student usage of its facilities over the past five years. During the past three years, over 50 students have enrolled annually in a course offered through that office entitled "Career Exploration."

G. While many factors impact on this statistic, the four year retention rate at the college has improved 6 percent since the program began. The college has had a 30 percent enrollment increase in the past three years.

H. The number of students selecting a second major at the college has increased since the inception of the TSD program. This increase would seem to reflect in part a greater understanding of requirements and a more careful consideration of long-term goals among students.

VI. Recent Changes in the Program

During the 1981-82 academic year, the committee surveyed faculty and students concerning the strengths/weaknesses of the TSD program. On the basis of these recommendations and comparisons made between TSD and other nationally recognized advising programs, the committee revised the program during the subsequent year. The major changes included:

A. Increased flexibility. The original TSD program was highly structured. For most sessions, the manual specified the objectives to be achieved and the specific procedures to be employed. Such a high degree of specificity appeared to become gradually less advantageous as the college community became more familiar with the program. In the program revision, increased flexibility was achieved by providing several alternative procedures to meet the general objectives of most sessions and by allowing facilitators to select the topic of certain sessions from the group of alternatives according to the specific needs of their students. Examples of such alternate topics include stress management, sexual stereotyping, improving self-esteem, and assertiveness training.

B. Rescheduled sessions. Several components of the program appeared to be introduced to students at times when they were not appropriately motivated or not yet adequately prepared. Such topics were rescheduled to more appropriate times for the students. Examples of such topics include goal-setting and the planning of the four-year course selection.

C. Community building. Both faculty and students pointed to support group development as a major success of the program. Additional emphasis on this process was achieved by the introduction of several new small group exercises into the program and by making available some monetary support for off-campus TSD group activities.

D. TSD as a graduation requirement. TSD needed to be recognized within the credit structure of the college. Evidence clearly indicated that students who would be expected to benefit most highly from TSD (those with the lowest GPAs) had the lowest attendance rates. Beginning with the class entering in 1983-84, completion of TSD became a graduation requirement.

E. It is expected that the revision of the program will be evaluated and modified as needed annually by the TSD committee. It should be noted that the faculty and peer evaluation of the 1983-84 revision is considerably higher than that for the previous year, indicating some degree of satisfaction toward the program revision by those participating in the program.

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The Award Winners

Centralized Advisement for Special Populations

Eastern Illinois University

Submitted by:

Calvin B. Campbell
Director
Academic Assistance Center

NACADA Award Category: Public College

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Centralized Advisement for Special Populations

The General Assembly of Illinois, by an act approved May 22, 1895, established at Charleston, Illinois, the Eastern Illinois State Normal School. During the next three-quarters of a century, the school's name changed three additional times before attaining university status in 1957.

Since the time of its founding, Eastern Illinois University has developed a comprehensive curriculum emphasizing undergraduate education in both the liberal arts and sciences and in professional areas. Of the 10,028 students enrolled during the Fall Semester, 1983, a total of 9,214 or 92 percent were pursuing undergraduate programs. The majority of the 814 graduate students were enrolled in teacher education programs.

Program Development

The Academic Advisement Center was formulated in the summer of 1965. In the beginning, the center was part of the Registration Office. The director of registration operations also supervised the four advisors in the center. The primary goal of the center was the academic advisement of freshmen. With the assistance of an advisor, the freshmen selected courses for the next term of attendance.

By 1968 the center had increased the number of advisors to nine and named a separate director to provide leadership to the operation. In addition, students with sophomore standing were assigned advisors in the center. The budget was expanded to provide travel funds so that advisors could attend ACT and regional counseling conferences. It was also in this period when the employment criteria of requiring a minimum of a master's degree in counseling and two years of counseling experience was implemented.

In 1974, the advisors began visiting the state's community colleges to both advise students who had indicated they would be transferring to Eastern and to recruit prospective students. In the beginning, the emphasis was on recruitment. However, with large numbers of students indicating they had already planned to attend Eastern, the advisors assumed more of the advising relationship.

On July 1, 1978, the Office of Academic Development was implemented. This area included the following departments: Counseling, Academic Advisement, Audio-Visual, Testing Services, and Faculty Development. The name of the Academic Advisement Center was changed to the Academic Assistance Center and services were expanded to special populations. A closer relationship with the Counseling Center brought more referrals between the two offices. More concern was given to both providing developmental services and emphasizing career decision making. The budget was expanded enabling the Academic Assistance Center to provide the university with more services.

The University Honors program was established in 1982 and an advisor from the center assumed responsibility for advising the beginning freshmen in this program. The program has been very successful and plans are to continue offering University Honors.

In the summer of 1983, Eastern established a special program for beginning freshmen who do not meet regular admission requirements. (The Prescriptive Curriculum Admission Program is described later in this paper.)

Goals and Objectives

The following goals are listed in the order of their priority:

1. Provide comprehensive, accurate, and current curricular information to those students assigned to the Academic Assistance Center.
2. Coordinate the over-all campus advisement of undergraduate students.
3. Consolidate the wide range of university policies, curricular information, academic regulations and requirements by publishing the *Faculty Advisement Handbook*.
4. Facilitate participation of new students in orientation/preregistration during the summer by assisting in the organization of the program.
5. Provide counseling/advisement for Eastern's "high risk" students.
6. Provide counseling/advisement for Eastern's University Honors students.
7. Provide academic counsel to *all* university students with regard to academic program changes, new academic opportunities, special programs, and career shifts.
8. Supply management data for academic planning by utilizing course request (registration system) data in the context of meeting student academic needs.
9. Execute a wide range of academic policies relating to degree requirements, grade point average, course repetition, etc.
10. Make referrals to other university offices such as academic departments and support service agencies.
11. Visit Illinois community colleges to provide course articulation and advise prospective students.

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Program Description

The Academic Assistance Center is responsible for several special student groups. The largest numbers include beginning freshmen and those undergraduates who have yet to select majors. Beginning in the Fall of 1981, the center also assumed the responsibility of advising all students who have not been accepted by the College of Business. For this reason, all freshmen and sophomore business students are advised in the center.

Orientation/Preregistration Program

Each year both incoming freshmen and transfer students are invited to the campus to participate in a day and a half orientation/preregistration program. The Director of the Academic Assistance Center serves on the summer program committee that coordinates the activities.

During the first afternoon, the new students meet with representatives from both the student activities and housing offices. An overview of the various campus services and activities is provided. In addition, the Housing Office gives the parents and new students a guided tour of the campus and residence halls.

The second full day of activities is more structured and concludes with an individual advisement appointment with an advisor from the Academic Assistance Center. After an academic orientation lecture/discussion, the students are given a speech and hearing test, have their picture taken for an I.D. card and complete a series of required examinations.

The required examinations include a mathematics placement test and the Nelson-Denny Reading examination. Students may elect to complete the California Occupational Placement exam if they are uncertain about a career.

New students at Eastern are not required to declare a major upon matriculation. The Academic Assistance Center, in cooperation with the Counseling Center, plans both individual and group counseling sessions to assist the undeclared student to decide upon both a career and academic major. These counseling sessions begin early in the Fall semester and continue throughout the year.

Preregistration

Each term approximately 3,000 students are assigned advisors in the center. The nine advisors are able to schedule individual appointments with *each* of the center's advisees to select courses for the next term. Each student receives a 35 minute appointment with one of the center's advisees. The appointments are scheduled between 8 A.M. and 5 P.M. Monday through Friday. In addition, a number of advisors *volunteer* to schedule student appointments in the evenings from 6 P.M. until 10 P.M.

The only time a student is required to make an appointment with an advisor is during the preregistration period. At other times during the year, students are encouraged to avail themselves of an opportunity to visit with an advisor at frequent intervals. Walk-ins are welcome from 8:00 to 4:30 each day.

Academic Advisement Handbook

The Academic Assistance Center now has the responsibility of producing an advisement handbook for Eastern's faculty advisors. The purpose of the *Academic Advisement Handbook* is to outline the duties and responsibilities of both faculty and professional advisors to undergraduate students. It is essential that the students' academic programs are well planned. Additionally, it provides a ready source of information essential to the advisors. This handbook includes rules, regulations, and procedures in effect for each academic year. It also includes the names of offices charged with specific responsibilities. To assure accurate and timely information the handbook is updated each summer.

After distribution of the handbook, the director of the center attends departmental meetings to explain the new academic policies, procedures, and regulations to faculty advisors. In addition to helping the faculty advisors do a better job of advising, these workshops build a good working relationship between the center and the teaching faculty.

Community College Outreach Program

The advisors in the Academic Assistance Center are cognizant of the need to increase the retention rate of the community college transfer student. Probably the single most important move an institution can make to increase student persistence to graduation is to ensure that students receive the guidance they need at the beginning of their college careers.

For this reason, six of the nine academic advisors travel to most of the community colleges in Illinois. The advisors give prospective transfer students information on course equivalents, assist in academic planning, and consult with the community college counselors concerning any new programs at Eastern.

It has been the intent of the advisors to make an average of two visits per academic year to most of the community colleges in the state. This past year the advisors made 32 separate visits to the state's community colleges. The visitations are not made during the preregistration periods in the Fall or Spring. The advisors have been assisting the Admissions Office since 1974.

Prescriptive Curriculum Admission Program

In the summer of 1983, the university established a special program for beginning freshmen who do not meet regular admission requirements. The Prescriptive Curriculum Admission Program (PCAP) provides a special opportunity for those with educationally deprived backgrounds to succeed in obtaining a college education. The PCAP is not remedial or conditional, includes only regularly offered university courses, and the number of students accepted into the program is limited by available resources.

The Academic Assistance Center administers the PCAP program. The students accepted into the program are required to take diagnostic tests, attend special assistance laboratories, and must follow an academic program prescribed by the center. In working with PCAP students, the role of the advisor is to be supportive and to closely monitor academic progress.

Those PCAP students who have a cumulative grade point average of 2.00 or above (C average) after

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two semesters (or two semesters and a summer term) at the university may leave the program and continue in the university as regular students. The students who successfully complete the program are either assigned a faculty advisor or a different advisor within the Academic Assistance Center. The academic success rate for the initial group of students admitted to the PCAP program is very encouraging.

University Honors

In 1982, Eastern began offering talented students the opportunity to participate in two separate honors programs. The program developed for lower division students was given the title of University Honors. The upper division students may be accepted in the Departmental Honors program.

As the University Honors program was designed for beginning freshmen, one of the advisors from the Academic Assistance Center was chosen to advise selected honors students. The center's honors advisor assists the students as they select honors sections of required general education courses. Students in this program must take a minimum of 25 hours in honors courses which substitute on a one-for-one basis for current general education courses.

Program Evaluation

At any college or university the faculty and support personnel should be accountable for their performance. Therefore, evaluation of both the center and advisors are completed each year.

The director and professional advisors of the Academic Assistance Center have agreed upon acceptable achievement targets. If this had not been accomplished, the director would have been forced to act on the basis of mere personal impressions of what the center and the individual advisors have accomplished during the past academic year. (See section titled, "Goals and Objectives.")

Two separate reviews of the advisors' performance are conducted by the director. The reason for this is that they serve different purposes.

The *development review* is geared primarily to the personal improvement of the advisor. It is noncompetitive in that the advisor being evaluated is not compared with any of the other advisors. It is an outward sign of the director's desire for the advisor to become more effective. It endeavors to give assistance so that good advisor characteristics can be capitalized on more fully, and undesirable work habits can be eliminated. Coaching and perhaps even counseling play a key role in the interaction.

The *performance review* is by nature competitive and is used in the center only when the university wants to know the performance of one advisor as compared to other advisors in the center. In the past, when the university provided for salary increases based on merit, the importance of the *performance review* was evident.

The *performance review* takes place after the director has evaluated the work of the advisor and discussed this appraisal with the director's immediate superior. The reason for this step is to keep the dean informed and also receive evaluation guidelines from the dean.

Each year the advisors evaluate the effectiveness of the director and send the ratings directly to the dean. The dean schedules an appointment with the director to discuss these evaluations.

The ultimate judge of how effectively we are doing our job of advisement is the students' evaluation of the center's services. This is the reason for having those students who are reassigned to faculty advisors complete evaluations. (The results of these students' evaluations from the past year are found in the next section of this report, "Results and Outcomes.")

The Academic Assistance Center at Eastern Illinois University has consistently received outstanding student and faculty evaluations. These superior evaluations present a very strong reason for maintaining a centralized system of advisement for Eastern's beginning students. (The results of the academic department evaluations are found in the next section of this report, "Results and Outcomes.")

Results and Outcomes

As indicated in the previous section of this report the center has both the teaching faculty and students evaluate our services. The most recent evaluation was completed during the Fall semester, 1983.

Student Evaluations

Students who are assigned faculty advisors have the opportunity to evaluate their Academic Assistance Center advisor. Each term the summaries of these evaluations have resulted in both the center and individual advisors receiving excellent ratings.

Faculty Evaluations

Eastern Illinois University is currently preparing for a North Central Accreditation visit and is in the midst of an extensive self-study process. As part of the self-study, the Dean of Academic Development asked all faculty to evaluate the center. These evaluations were collected by the departmental chairs and sent to their college dean.

We are very happy to report that the colleges all thought that the Academic Assistance Center was performing at a superior level.

Potential for Adaptation by Other Institutions

The concept of providing counseling and advisement by having a centralized advisement center for all beginning students has helped with the continuity of advisement at Eastern Illinois University. As students mature, select a major with a clear career goal in mind, and become more independent they are assigned a faculty advisor in their academic discipline. The faculty advisor can then provide more specialized information with regard to a career within the faculty member's discipline.

We believe the principal advantage of providing freshmen and other *select student groups* the opportunity of being advised by dedicated professional advisors is to increase the institution's retention rate. The advisors in the center provide accurate and timely curricular advisement, support for specified student populations, and assistance in the advisement/recruitment of transfer students.

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Eastern's system of advisement gives unity in approach, greater reliability in advising, and greater precision in ensuring all assigned students the opportunity to explore options as students are not forced to declare a major. Personalization is maintained through individual advising sessions.

Other institutions can pattern their advisement services from Eastern's with a minimum investment. The decrease in student attrition will more than pay for the implementation of a centralized advisement center for beginning students.

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The Award Winners

Academic Advisement Center
Genesee Community College

Submitted by:

Ann H. Lechner
Director of Records, Scheduling, and Advisement

NACADA Award Category: Two-year Junior/Community College

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Academic Advisement Center

Genesee Community College is a public two-year institution located in Batavia, New York, midway between the two metropolitan areas of Rochester and Buffalo. It serves four rural counties and in the past several years, has experienced gradual yet steadily increasing enrollment. In Fall 1981, 2,338 students were registered; in Fall 1982 the headcount increased to 2,423, and in Fall 1983 to 2,550. The institution offers both A.S. degrees in transfer curricula and A.A.S. degrees for students enrolled in career programs. In addition, GCC has a vital credit-free program which enrolls over 5,000 students per year.

Program History

The Academic Advisement Center is a relatively new development at Genesee Community College. The original plan for an Advisement Center was developed in 1979 as a part of a three-year SDIP (Strengthening Developing Institutions Program) Grant. The grant allowed funding for projects which strengthened "key services" to students, with the ultimate goal being an increased student retention rate for the institution. It was felt that as the institution developed programs and curricular offerings that met the needs of the community, it must also develop services that would assist students making educational and career choices. The Admissions Office could bring in the new students, but faculty and staff had to be committed to creating a positive environment in which these students could successfully meet their objectives. Academic advisement was identified as an area of need, and the grant called for providing 50 percent of the salaries of two academic advisors beginning with the Fall semester, 1980. A detailed plan, including a statement of specific goals and objectives, was approved in April 1980 and two advisors were in place by July of that year. During the first half of the grant, the two advisors, supervised by the Director of Records, worked to organize the center and develop a delivery system that would provide:

1. An orientation for incoming full-time students.
2. Good standing hearings, including a reworking of policies and procedures regarding contracts and follow-up contacts.
3. Graduation certification.
4. An early alert system to identify students having academic difficulties.
5. Exit interviews for withdrawing students.
6. Updating of curriculum worksheets (to be housed in the center).
7. Transfer credit evaluation.
8. Administration of competency testing, where appropriate.
9. On-going advisement for students making career/curriculum choices, changing programs, and planning semester schedules.

The implementation of a centralized advisement center meant a drastic change from past practice. Since its inception in 1967, Genesee Community College had maintained a faculty based system with program directors and individual faculty members functioning as advisors. As a result of a Middle States review in 1976, the institution was urged to revise advisement services with an eye to improving the consistency of information being transmitted, increasing the availability of advisors and providing more coordinated process. Shifts in student populations had created a situation where some faculty members were unable to spend the time required for adequate advisement, and information and procedures were handled by a variety of offices that functioned independently of each other. The Advisement Office had worked diligently to improve the delivery system, but as noted in the review, "Faculty while noting an improvement in the system, still experience frustration and inefficiency. As the college increases the number of part-time instructors, the advisor/advisee ratio will rise. . . . Advisors in career areas typically are overwhelmed while at the same time advisors in some liberal arts areas are underutilized." A centralized Office of Advisement Services seemed to be a possible answer to these problems, and the SDIP funds gave the institution the opportunity to adopt the concept.

Milestones accomplished during the grant funded period included:

1. Implementation of an on-line registration system.
2. Implementation of an automated academic history system.
3. Installation of terminals in the advisement offices for on-line viewing of records and/or processing of registration adjustments.
4. Development of a full set of curriculum worksheets on a yearly basis that reflects all changes passed by the Academic Senate and approved by the President.
5. Development of an exit interview information collection instrument.
6. Coordination of placement testing for REA 100 and ENG 100/101.
7. Implementation of a part-time student orientation, Fall 1982.

Grant funding for advisement ended in October 1982 at which time the college picked up both lines as part of its operating budget. The only major change in staffing came in June 1983, effective September of that year. At that time, both advisor positions became probationary rather than temporary appointments.

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Goals and Objectives

The goals of the Advisement Center were clearly outlined in the original proposal. The major focus was to take a number of services offered to students and to pull them together under one "roof." By following a student's college career from orientation, through testing, curriculum planning, assistance with academic difficulties and finally to degree audit, it was clear that the student would be far less confused and would have a much better sense of consistency if a single office assisted with this process. As stated, the ultimate goal was to increase the student's satisfaction with the institution, increase the student's chances of success and to thus retain that student as a part of the GCC community.

1. Clearly communicate degree requirements.
2. Monitor student progress toward graduation.
3. Establish a visible contact point for students.
4. Identify students with academic difficulties and plan corrective measures.
5. Assist students with course selection.

The office is task-driven, in the sense that there are defined activities that must be planned for and carried out on a regular basis. More intangible elements come into play when dealing with one-to-one contact with students and the communication that is developed between faculty members and the center staff members. The "how" of these elements becomes much more subjective and tied to the nature of the individuals involved. Therefore, the effectiveness of the office can and must be measured in two ways: (1) Are the objectives completed on time and accurately? (2) Are the students and faculty satisfied with the services rendered?

The goals of the Advisement Center are clearly tied to Institutional Goal #5: "To provide student services which facilitate the academic, technical, personal, social, physical and cultural development of the students." The academic advisors, by assisting with course selection, provide the most obvious of academic services. However, they provide more than a required signature. By talking to students who are making career path decisions, who are trying to deal with personal or academic problems, or who are simply looking for a sympathetic ear, the advisors assist the student in a "decision making process during which . . . (they) clear up certain confusions and realize their maximum educational potential." (Grites, 1979) Many times the advisor must function as a referral service, indicating other resources the college has to offer. By listening, identifying a problem, suggesting solutions and encouraging the student to follow through with an activity, and then by making a follow-up contact, the process becomes dynamic. The student is not handed a pat answer, but instead, participates in and shapes the process itself. In this way, a link is forged between the student and the institution. It is this link that becomes a key to successful retention of students. In "What Works in Student Retention," published in 1980 by Beal and Noel, high quality academic advisement is cited as one of the top five positive factors in student retention. Both of the advisors are well aware of the importance of this link, and they have both striven to develop skills that will improve the student's sense of belonging to the institution.

As a resource, the center's goals also can be said to relate to Institutional Goal #11: "To create and to maintain a cooperative environment which is responsive to the concerns of individuals. . . ." There is constant information exchange (i.e., phone calls, memos, student traffic) between Advisement, the Career Development Center, Financial Aids, Records, faculty members, associate deans, Admissions, Instructional Assistance Center, and Student Activities. This communication is usually informal, whereas communications to the students are always completed in writing. Several mailings are done throughout the year. These include notification of:

1. Advisor assignment
2. Preregistration advisement
3. New student orientation
4. Graduation review
5. Not-in-good-standing status
6. Early alert

Excellent computer support has greatly enhanced the staff members' ability to retrieve specific information from the student data file and to efficiently communicate with the entire student population.

What we also see is that as the community college's population shifts, i.e., as we see an increase in the number of "nontraditional" students, the focus of advisement shifts away from encouragement of an assessment of personal goals, career possibilities, and study habits (that is, less emphasis on the maturation process that the conventional 18-20 year old student must face) to specific investigation of job possibilities, time management, and curricular combinations. Advisors are asked to assist with problems faced by students who are attempting to juggle family responsibilities, full time jobs and difficult economic situations. The challenge the advisor faces is to be able to assist every type of student who makes use of the center and to be flexible enough to react to a vast range of problems and questions.

Program Description

The Advisement Center is managed by the Director of Records, Advisement and Scheduling, who, in turn, is a member of the staff of the Dean of the College. Although officially considered an academic service rather than a student service, close contact is maintained with the Dean of Students and offices under his supervision. At present the Advisement office is staffed by two full-time advisors who each carry a load of 700-800 full and part-time students. Some advisement is done in group sessions (e.g., the Nursing students) but for the most part advisement is conducted on a one-to-one basis.

The Advisement Center was put in place as a resource for the entire college community. Both full-time and part-time students are encouraged to make use of the center. Therefore, as the make-up of the student body changes, so too does the clientele of the center. The two most noticeable changes involve age and curriculum. Since the Fall of 1980, the total student population has grown by over 200 students with increases seen in the age brackets of 15-19 and 45-49. In addition, there has been a marked increase in the percentage of students matriculating into technical degree programs. Fall 1980–Fall 1982 saw an increase

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from 36 percent to 40 percent of the student body enrolled in technical programs. The total number of students using the services of the center has increased from semester to semester with the most recent semesters showing a strong improvement in the areas of preregistration advisement, as shown in the table below.

Students Advised during Preregistration Period

Semester	No. Advised	Full-time Students	Percent Advised
Fall 1982	466	1,395	(33%)
Spring 1983	599	1,467	(41%)
Fall 1983	661	1,409	(47%)

In addition to preregistration advisement, the center coordinates an early alert program. At week 4 in the semester, instructors are asked to identify those students who are either not attending or doing poorly on assignments or tests. The office contacts the student and suggests that he or she schedule an appointment at the center. Problems are discussed and reparative actions recommended. Students are encouraged to stop back later in the semester in order to make a progress report. Records kept by the center indicate an increasing number of students seen by the advisors.

Semester	Students Referred	Seen	Faculty Part.
Fall 1980	456	189 (41%)	67
Spring 1981	278	115 (41%)	39
Fall 1981	260	118 (45%)	47
Spring 1982	362	180 (49%)	63

The Spring 1983 term was the first semester where the notices to students were sent to home addresses rather than delivered in the classroom. We feel that the delivery system itself had an adverse effect on the number of students who were seen by the advisors. We will continue to track this information to keep better follow-up records.

An early alert tracking file was set up for the Advisement Center by the Office of Institutional Research in Spring 1983. Information concerning the student referred, the course or courses involved, and the reason for the referral was input after the Spring early alert contacts were completed. A summary of the information is as follows:

A. File Data

273 students referred
123 seen by Advisement Center
150 not seen

B. Deficient Scholarship

59/123 seen students were listed as not in good standing (48%)
87/150 not seen students were listed as not in good standing (58%)

C. Registration

55/123 seen students were registered for Fall 1983 (44%)
43/150 not seen students were registered for Fall 1983 (29%)

Although these numbers are not overwhelming, it must be kept in mind that these are the students least likely to reenroll and least likely to make progress toward a degree. In many cases the referral is initially made for excessive absences, and rescuing these students from failure with a contact in the fifth or sixth week is next to impossible. From this perspective then, it is encouraging to see that the early alert system does make a difference, and that it has a positive effect on the students. Our goal is to increase the number of students seen and to improve our methods of contact. We are currently inputting the Fall 1983 data and will assess similar figures for Spring 1984. We will watch for trends and hope for increased rates of reenrollment.

Current projections for enrollment reflect the general feeling that:

1. The student body will be composed of a wider variety of student types with an increase in part-time students, returning students, mature adults and transfer students.
2. As unemployment continues and the emphasis on job training remains high, technical and business programs will continue to increase in size.
3. Many students will be attracted to the college as a resource for retooling or becoming computer literate. These students may not be interested in pursuing a degree program but will simply enroll in courses that fit their particular need. These students may often drop out for a semester or a year and then return for further study.
4. Business and industry will look to the college as a resource for employee training.
5. New residential facilities will provide housing for more out-of-county students.

As a direct consequence of the shift away from the traditional 18-22 year old student body, student services are called upon to serve the needs of the "nontraditional" students. The Advisement Center has responded to these demands by:

1. Providing appointment time 2-3 evenings per week.
2. Working with part-time students or students working full-time on a one-to-one basis.
3. Going off campus when necessary.
4. Adding SIGI as a career information resource.

Evaluation

The Advisement Center has undergone intense scrutiny and evaluation during its short history. Assessments have included:

1. Yearly self-evaluation using the SDIP grant milestones.
2. External review by a team of evaluators who compiled a report outlining how the grant had affected the institution.
3. Survey of students participating in orientation sessions.
4. Survey of graduating second year students.
5. Spring 1981 survey of continuing students.
6. Survey of faculty participating in early alert.
7. A recently completed self-study report for a Middle State's accreditation review.

The Advisement Center has attempted to respond to student and faculty needs as they are identified via the assessment tools mentioned above. As a result, the following innovations have been attempted.

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1. Development of a slide/tape presentation to be used during the orientation sessions.
2. Incorporation into orientation of a writing sample used to accurately place students in either ENG 100 or ENG 101.
3. Installation of a SIGI terminal and printer in the Advisement Center so that the staff can have career guidance information readily available and students can have more appointment time available for scheduling.
4. Development of an early alert data base to trace students referred to the center with academic problems.
5. Sponsorship of an Advisement Luncheon to thank faculty participants and bring new issues to the attention of all advisors.
6. Inclusion of a statement concerning attendance and use of "Off to College" in the orientation packet.
7. Implementation of a part-time student orientation.
8. Sponsorship of a workshop concerning study skills and stress management techniques for students facing midterm exams.

Outcomes

The Advisement Center staff is keenly aware of the need for increased retention of students at Genesee Community College. The continued health of institutions depends upon both the ability to attract students from nontraditional pools and the ability to maintain enrollment. The institution figures for retention of students is above the national average, with our Spring to Fall rate averaging 65 percent and the Fall to Spring rate averaging 81 percent. In addition, we have seen an increase in the number of returning students over the last three semesters, with that body numbering 9.6 percent of the total population in Fall 1982, 11.5 percent in Spring 1983, and 12 percent in Fall 1983. This data corroborates the general feeling that students are stopping out rather than dropping out in many cases. Starting in the Fall 1982 semester, full-time students who decide to leave the institution were asked to complete an exit interview sheet. The information collected reflects a general satisfaction with the institution and its programs.

Fall	1982	83%	would return to GCC
Spring	1983	85%	would return to GCC

The major reasons cited for withdrawal were financial:

Fall	1982	41%
Spring	1983	31%

Again, this matches with the advisors' feelings that some students have a great deal of difficulty juggling their multiple responsibilities, particularly commitments made to employers and to course instructors. Orientation sessions include information emphasizing time management as an important skill to master, and the advisors urge students to take advantage of their services if problems arise. Review of the Advisement Center has shown that the office functions very effectively as a student service and that the staff currently fulfills all of the objectives outlined in the original proposal. Its major strengths are a result of the efforts of a dedicated and enthusiastic staff who feel that they make a positive difference in the lives of the students they serve. Evidence of this is found in a review of the retention statistics compiled by the Office of Institutional Research.

Term	Full-time Freshman Retention Summary Retention Rate	All Full-time Retention Summary Retention Rate
Spring 1982–Fall 1982	64%	66.8 (+2.1%)
Spring 1983–Fall 1983	65% (+1%)	68.9
Fall 1980–Fall 1981	55.2%	
Fall 1981–Fall 1982	54.5% (+1.9)	
Fall 1982–Fall 1983	57.1%	

These figures show an increase in the number of full-time students reenrolling from semester to semester and reflect the Advisement Center's commitment to providing consistently accurate information in a concerned and caring manner. This contributes to a positive environment for GCC students, and we feel that we are part of why students choose to stay.

In summary, our Advisement Center's strengths are:

1. It functions as an effective retention tool.
2. It provides efficiently coordinated information concerning academic policies and procedures.
3. It is a visible contact point for students throughout their community college careers, i.e., from orientation, through subsequent registrations, curriculum changes and career selections, to degree audit and graduation.
4. It is a place where students almost always find out information immediately; the staff is directly accessible and is concerned about the student as a complete individual.
5. It is an office that relates to and cooperates well with all portions of the college community, including students, faculty, other student services personnel, deans, and other administrators.
6. Its staff members evidence growing professional abilities and a concern for developing new skills and talents.

Efforts to improve services provided to students and to more efficiently manage the tasks assigned are a routine part of the advisors' lives. Their concerns are outlined in the office's five year plan, but can be summarized here in terms of the following objectives:

1. To improve communications with individual faculty members.
2. To improve services rendered to students, in particular to continue attempts to be more than checklist monitors.
3. To assist with campus-wide retention efforts.
4. To develop professionally by participating in seminars, keeping up with current publications, and by taking advantage of technological advances in the field of administrative data processing.
5. To improve assessment of incoming students' skills and academic expectations.

These broad objectives speak, in a positive fashion, to the areas in which advisors feel they need to concentrate their energies. Specific tasks are outlined in the five-year plan and provide a framework for future projects and a structure for assessment of effectiveness.

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Summary

The center concept is one that lends itself to smaller institutions since staffing becomes a key issue. However, given creative use of faculty, part-time employees, and peer counseling groups, I am positive that the idea could be adapted for virtually any size institution. What is imperative, and very apparent to those of us involved in this situation, is that (1) the office must have the full support of the academic administration and (2) the staff selected to be advisors must be willing to dedicate energy and time to establishing good communication and rapport with every office and/or segment of the college's population.

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Certificate of Merit Winners

The Undergraduate University Division at Michigan State

Michigan State University

Submitted by:

Thomas C. Kishler
Associate Director
Undergraduate University Division

NACADA Award Category: Multiversity (Certificate of Merit)

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The Undergraduate University Division at Michigan State

Institutional Description

The pioneer land-grant institution, Michigan State University consists of fourteen colleges, seven schools, and about 100 departments, offers bachelor's, master's, doctoral, and professional degree programs, and at the undergraduate level, provides instruction in approximately 200 majors. Of the 40,122 students enrolled on its East Lansing campus in the fall of 1983, 32,339 were undergraduates, about 15,600 of whom were freshmen and sophomores enrolled in the Undergraduate University Division. Despite its increasing emphasis on graduate education and research, the university has sustained its long-standing commitment to quality instruction, advising, and support at the undergraduate level. One notable demonstration of this commitment in the area of advising is the central administration's recognition and support of the mission of the Undergraduate University Division.

The Lower Division: Organization and Responsibilities

The Undergraduate University Division (hereafter UUD) was inaugurated on July 1, 1980, to replace the Student Academic Affairs division of the University College, which, for financial and other reasons, was disbanded at the same time. Despite the severe budgetary crisis at the time, the Student Academic Affairs division managed to survive, chiefly because those who carefully studied the broad range of services the unit provided to the university and its students concluded finally that the division was, for the time at least, indispensable.

The responsibilities of the newly named administrative and advising unit remained substantially what they had been before, but with the continuity also came significant changes, new challenges, and expanded opportunities. The UUD Director now reported to the Office of the Provost through the Assistant Provost for Undergraduate Education, an arrangement which enhanced the unit's campus-wide mission and placed it in a stronger centralized position in the university's structure than was the case when the director (then Associate Dean) reported to the Dean of the University College. The provost issued a statement on March 24, 1980, which formalized the mandate of the UUD. The mandate consisted of eight charges—broad in scope, challenging in terms of the possibilities for development, and campus-wide in implication. These charges in effect recognized the UUD as an all-purpose, multifunctional, special forces unit, which, indeed, it shortly would become. The provost charged the UUD to:

1. Monitor the academic programs of all students enrolled in the Undergraduate University Division r gardless of major preference.
2. Provide academic advising for No-Preference students.
3. Provide back-up advising for freshmen and sophomores with major preferences.
4. Maintain close and continuing liaison with college advising centers and academic support units and programs across the university.
5. Provide support services and learning experiences designed to help students remove reading and writing deficiencies that may reduce their chances of academic success at the university.
6. Administer and coordinate Orientation Placement Testing for entering undergraduate students.
7. Develop a continuing liaison with the Office of Admissions with respect to summer orientation activities.
8. Provide assistance to the Office of the Provost to develop effective procedures for monitoring the General Education requirements of the university.

While all these charges have a bearing on academic advising, the fifth through eighth are more service oriented and will be briefly described here. The UUD continues to maintain the Learning Resources Center, a former unit of the University College, which has been remarkably successful in assisting students to improve their reading, writing, and study skills. The Orientation Placement Testing program is another carry-over from the University College and is now a responsibility shared with the Office of Admissions. The UUD now has a more formal relationship with Admissions since both units report to the Assistant Provost for Undergraduate Education and therefore is in a better position to implement improvements in orientation activities. In addition to these activities, the UUD staff cooperates with the Office of Admissions in several important recruitment efforts during the year.

The eighth charge would soon result in a massive undertaking. At the time, plans for implementing a completely revamped general education program were underway, and it was clear to any knowledgeable observer that the UUD, with its long-time involvement with general education, would of necessity have to be the key monitoring unit, especially since the Office of Degree and Certification was not capable of monitoring the new, highly complex program in the way it had the former, simpler program. Working around its advising and administrative responsibilities, the UUD initiated an efficient monitoring process, checking the records of

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6,600 students whose dean's folders were transferred from the lower division to the upper-division colleges during the 1982-83 academic year. The UUD thus contributed, in a way no other unit could possibly have, to the relatively smooth transition from the former to the new general education program.

The first charge to monitor the academic programs of freshmen and sophomores reaffirmed the university's commitment to maintaining the lower-division concept and structure which had effectively served the university and its students for over a quarter of a century. This charge constitutes the indispensable foundation upon which the other more specialized charges are based. While the staff was reduced, the organizational structure of the Student Affairs division of the disbanded University College remained in place. The UUD is organized on the model of a large teaching department with a Director, Associate Director, Assistant Directors, and Specialist-Advisers, a set of bylaws, an elected Advisory Council, standing committees such as the Advisers Committee and the Publications Committee, and provision for ad hoc committees as needed. The Associate Director, who oversees the operation of the central UUD Office, coordinates the student academic affairs activities of the unit with the cooperation of the assistant directors of the UUD offices in the three large residence hall complexes on East, South, and West campus. All UUD administrators are full or associate professors, former members of the University College.

As an administrative unit, the UUD is responsible for all academic actions affecting freshmen and sophomores—probation, recess, dismissal, and readmission, to name the more important. Open nine hours a day and conveniently located near the students' living areas, the four Student Affairs offices render a wide range of advising and advising-related services, so many, in fact, that they can be called one-stop advising centers. Students are welcome to visit these offices, without appointment, to seek many kinds of assistance: selection of courses for the next term; information about majors, programs, careers, and vocational prospects; initiation of changes of major preference; explanation of university academic regulations and procedures; correction of errors in academic records; explanation of the university's general education requirements; assistance in overcoming probationary status; guest application forms for attendance at other Michigan colleges and approval of courses to be taken at those institutions; referrals, when appropriate, to other units of the university; corrections of enrollment errors; approval of late drops and adds; determination of the desirability of voluntary withdrawal; and many other matters, ranging from the routine to the exceptional, too many to be enumerated here.

Indicative of the multi-services dimension of the unit is the fact that 46,615 services were rendered in the 32,070 conferences held by the UUD staff during the 1982-83 academic year. It is commonly recognized that the assistance and genuine concern the UUD staff affords freshmen and sophomores contribute to a positive image of the university and to its exceptionally high retention rate, which the 1982 Task Force on Retention discovered was the highest or equal to the highest among several public institutions of comparable size, status, and complexity.

Because of the size, cross-campus locations, and multiple responsibilities of the unit, the UUD administrative group meets once a week to discuss matters of immediate and long-range concern and to maintain a high degree of consistency in the interpretation and implementation of academic policies. The Advisers' Committee, consisting of one specialist-adviser from each of the four Student Affairs Offices, meets with the administrative group once each month, and all UUD staff attend at least one department meeting each quarter. Each of the Student Affairs offices is encouraged to capitalize on whatever special conditions prevail in its area. There have been many innovative developments initiated to make advising more intrusive—effective liaison with residence hall advisory staffs and with the Counseling Center branches in the halls; evening meetings with students; availability of advisers in the residence hall dining rooms during lunch time; special advising accommodation of handicapped students; and expanded on-going assistance to varsity athletes who are concentrated in the same complex.

No Preference, Back Up, and Special Assignment Advising

Advising No Preference students, charge two, is the single most important UUD responsibility. For more than a quarter century, the No Preference classification has proved to be an attractive option for twenty percent of each entering freshman class of about 6,000 students. Highly innovative at the time, No Preference Advising Centers were established in the four University College Student Affairs Offices in 1966, and these units were maintained by the UUD beginning in 1980. The careful selection, intensive training, and cumulative experience (currently 350 years) of the administrative and advising staff have resulted in the most broadly knowledgeable advising unit on campus.

The No Preference advising centers have experienced an exceptionally high degree of staff continuity. All but one of the twenty specialist-advisers have achieved job security, which requires seven years of satisfactory service. In appointing advisers, the UUD administrative staff has capitalized on the large pool of talented women in the university community who are interested in half-time work with professional status. A few graduate students were appointed in the past, but it soon became apparent that, while their performance was adequate, they did not remain in the unit long enough to become highly effective advisers.

In-service training, formal and informal, is and from the beginning has been the key ingredient in staff development. In the early years of the Advising Centers, the staff met with representatives of all the university's colleges, schools, support units, and many departments. Concurrently, day-by-day training was carried on in each of the four centers. Later, after the staff became broadly knowledgeable about the university's 200 undergraduate programs, about the services of all support units, and about all academic rules and regulations pertaining to undergraduates, formal in-service training was reduced to two or three meetings each term, and increasing emphasis was placed on the affective dimensions of advising as distinct from the

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cognitive in an effort to effect a better balance between the acquisition of knowledge and advising skills, techniques, and awareness development.

While several thousand additional words could be written about the training, quality, and effectiveness of the No Preference advising staff and about its substantial contributions to the university's high retention rate, it must suffice to say that, because the UUD reports to the Assistant Provost for Undergraduate Education and therefore is not affiliated with any college and has no vested interest in any of the university's undergraduate programs, No Preference advisers have as their highest priority the academic progress and general welfare of the individual student. Their overriding mission is to assist No Preference students in their search for majors which are compatible with their abilities, interests, and career aspirations and with the resources and academic opportunities available at the university.

The third charge calling for the back-up advising of freshmen and sophomores with major preferences follows naturally from the first charge which called for the continuation of the lower-division concept and structure. Since the UUD's responsibility for freshmen and sophomores has already been described at length, a few illustrations will suffice to explain additional dimensions of this charge. The UUD Student Affairs Offices are the best places to visit for students uncertain about their major preferences and unable to obtain adequate information from their regular advisers, who obviously are not expected to have the campus-wide knowledgeability of No Preference advisers. Because all changes of major preference must be initiated in UUD offices (6,010 during 1982-83), the advisers are in an excellent position to assist students in making well-thought-out decisions about changes in direction.

One striking illustration of the UUD's back-up advising responsibility was assuming, in the fall of 1982, the demanding task of advising all new freshman Engineering students, over one thousand, during their first two terms. With funding of four half-time positions by the College of Engineering, the UUD Director appointed one adviser from each office as liaison staff with that college. These advisers attended weekly meetings with the Engineering advising staff, bringing back information that shortly enabled all UUD advisers to become competent in this new role. A highly successful experiment, which was continued in the 1983-84 academic year, this arrangement resulted in freeing up a great deal of time for the Engineering advisers to devote to third-term freshmen and sophomores who need more assistance in choosing Engineering specializations.

Developmental Advising Activities: Coordination and Networking

The charge to maintain continuing liaison with college advising centers and support units across the university resulted shortly in a number of innovations with campus-wide significance. Under the sponsorship of the Assistant Provost for Undergraduate Education, the Director of UUD inaugurated in fall of 1981 an ongoing training program for all undergraduate advisers. Since that time, in-service programs have been presented three times a year.

At the inaugural meeting, the provost spoke on "New Directions for MSU and the Implications for Academic Advising." Professor Paul Dressel, a national authority on higher education, spoke at the same meeting on "Academic Advising: Structure and Function," a shortened version of a general session address he delivered at the 1981 NACADA Conference. After these presentations, the audience broke up to attend six concurrent sessions on specialized topics—a model adapted from ACAFAD and NACADA. Subsequent programs had varied formats ranging from in-depth exploration of a single topic to nuts-and-bolts information sessions.

An innovation the second year was the invitation of an off-campus authority to make a presentation. The first guest was David Crockett, Vice President of The American College Testing Program, who conducted a workshop on an advising model based on a series of logical and sequential steps designed to facilitate student growth and development. Prior to this visit, Mr. Crockett prepared a study of advising at the university based on data sent to him by the assistant deans of all colleges with undergraduate programs. While he concluded that the university had an excellent advising structure, Mr. Crockett identified areas where improvements could be made. His report immediately became the basis of intensive study by the newly established Assistant Deans Sub-Committee on Academic Advising, of which the UUD Associate Director was a charter member. The invited speaker this year was Silas Purnell of the Ada S. McKinley Educational Services in Chicago. Mr. Purnell, whose presentation was videotaped, was asked to deliver the same address on "Quality and Quantity Issues in Academic Advising of Minority Students" which he had given earlier in the year at the NACADA Conference in St. Louis.

Another important UUD innovation initiated in the spring of 1982 was the preparation and campus-wide distribution of the *Undergraduate Adviser*, which from that time has appeared three times a year, early each quarter. With about four hundred subscribers, this newsletter, prepared by four advisers and the UUD Director's secretary, has become more professional with each issue and has proved to be an excellent means of conveying current information useful in advising students.

A potentially significant innovation was initiated in 1984 by the UUD Director's establishing the Policy Committee for Undergraduate Adviser Communications. Chaired by the director and composed of a representative from each of the several advising systems on campus, the committee is intended to provide a university-wide perspective to advising networking through the *Undergraduate Adviser*, in-service programs, and possible other modes.

The UUD Staff has spearheaded a drive to generate and sustain interest in and, indeed, excitement and enthusiasm about academic advising and to improve what is already a sound advising system. This interest has intensified the UUD staff's involvement in professional activities. In addition to ACT seminars, from 1980 to the present, staff members have attended each national conference and the first East Central NACADA Conference, and they have been on the programs at San Jose, St. Louis, and Grand Rapids—a total of eight staff members and five presentations. Eight

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have made four presentations at Midwest ACAFAD meetings, and one was on the program at the 1983 National Conference on the Freshman Year Experience. Two have published articles in and one has had an article accepted by the *NACADA Journal*. One had an article published in the ACT resource document on *Campus Practices for Students with Undeclared Majors*.

Conclusion

While the Undergraduate University Division at Michigan State is a distinctive, indeed, a unique organization when viewed in its totality, this is certainly not to say that its methods, functions, responsibilities, and various components are not adaptable by other institutions, whether large, medium, or small in size. The situation of the UUD reflects several of the desiderata of any effective advising enterprise—recognition and support from the central administration; an organizational structure appropriate for its mission and well positioned within the university; an exceptionally high degree of selectivity in the appointment of advisers; staff continuity; an effective, sustained in-service training program; flexibility and innovativeness; effectual response to new demands; formal and informal networking with nearly all campus units involved with undergraduate students; coordination of adviser information flow; and increasing involvement in professional advising activities at the local, regional, and national levels. Regardless of institutional size and organization, the critical factor is institutional commitment, whether altruistic or pragmatic, to quality academic advising and the will and determination of individuals to translate that commitment into action.

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Certificate of Merit Winners

The Educational Advising Service: A Resource Center for Adult Students and Prospective Students

The University of Iowa

Submitted by:

Mary Hall
Educational Adviser

Susan Beadle
Educational Adviser

NACADA Award Category: Multiversity (Certificate of Merit)

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The Educational Advising Service: A Resource Center for Adult Students and Prospective Students

Institutional Description

The University of Iowa, located in Iowa City, is one of Iowa's three state universities. It offers degree programs at the undergraduate, professional, and graduate levels. Total university enrollment during 1983-84 was approximately 29,500 students.

The Center for Credit Programs of the Division of Continuing Education administers the university's continuing education credit offerings. The center is comprised of the Saturday and Evening Class Program, Off-Campus Courses and Programs, Guided Correspondence Study, the Bachelor of Liberal Studies (BLS) external degree (which is awarded by the College of Liberal Arts but administered by the center), and the Educational Advising Service. In 1983-84, more than 13,000 students enrolled in courses offered through the Center for Credit Programs. The BLS degree program has an enrollment of about 300 students.

Program Development

In the fall of 1975, the Saturday and Evening Class Program employed for the first time a professional counselor on a half-time basis. The position was a joint appointment, half-time counseling with Saturday and Evening, half-time with the University Counseling Service. Funding for the position was shared by the Counseling Service and the Division of Continuing Education.

This counselor acted as liaison between Saturday and Evening students and other university offices. At this time, the majority of these students were women between the ages of thirty and thirty-five, and most of them either worked during the day or lived away from Iowa City. For this reason, access to university services was a matter of concern, and the counselor arranged to see students by appointment until 7:00 P.M. in the evenings as well as on Saturday mornings. The counseling, either for vocational-educational or personal-adjustment concerns, was done in a classroom on campus, with no telephone or support staff available.

To meet the demand for counseling services, a half-time graduate assistant was added to the staff in the fall of 1976 with funds provided jointly by the Office of Student Services and the Center for Credit Programs. From fall 1975 to fall 1979, the expenses of the counselor were jointly funded by the Division of Continuing Education and the Office of Student Services. In 1977-78, the counseling position at the center became a full-time appointment. In 1979-80, the Division of Continuing Education assumed full funding responsibility, primarily in response to the increased need for academic advising necessitated by the establishment of the Bachelor of Liberal Studies (BLS) degree program.

The Bachelor of Liberal Studies degree, established in 1977 by the Iowa Regents Universities and approved by the State Board of Regents, provides postsecondary education to Iowans unable to attend college on a full-time, on-campus basis. To avoid duplicating course opportunities provided by the community colleges, the BLS degree program is designed for individuals who have already completed two years of college course work. It is awarded by the College of Liberal Arts and administered through the Center for Credit Programs, which is responsible for disseminating information and answering prospective students' questions concerning the degree. While the Office of Admissions evaluates previous course work and admits students to the program, the Center for Credit Programs provides the academic advising once students are admitted. The first students were admitted to the program in 1977 and presently there are over 300 students active in the program. Sixty-eight people have earned the BLS degree and many have continued in graduate programs. As a result of the response to the program an additional full-time adviser was added to the staff in 1978-79, allowing for additional programming for specific audiences. These special programs have included reentry workshops to provide information and assist adults in making a decision to return to school, adult women's support groups to discuss solutions for the reentering woman, and career workshops to provide students with the opportunity to explore possible career options.

Due to funding problems the staff of the Educational Advising Service was reduced to one full-time adviser in 1980-81, but in 1982-83 a second full-time adviser was added to the staff. The continued growth of the center's offerings and the need for special programs for adults made this additional adviser essential.

Goals and Objectives

As part of the Division of Continuing Education, the Educational Advising Service supports the university's mission of service to the citizens of the state by making its educational programs and resources more accessible to individuals who cannot enroll as regular full-time students. Consequently, the goals of the Educational Advising Service encompass outreach and provision of information, advisement, and support services to help nontraditional students pursue their educational and personal objectives, and development of an institutional environment responsive to the needs of

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such students. Specific goals and related objectives are detailed below.

1. To increase awareness of opportunities for continuing education offered by the University. The role of the advisers in accomplishing this goal will include:
   - participating in interviews, appearing on public-service programs, and providing information to media representatives;
   - speaking to community groups;
   - participating in community programs such as continuing education fairs;
   - responding to requests for information from prospective students;
   - conducting a reentry workshop twice yearly for individuals who are considering returning to college.

2. To provide advising and support services to adult and/or part-time students, particularly those who are taking continuing education courses and those who are enrolled in the external degree program. The advisers will:
   - assist prospective students with admissions procedures and transfer of credit;
   - help students with course selection and registration procedures;
   - keep accurate records and inform students of degree requirements and their progress toward meeting the requirements;
   - provide academic support services such as career counseling, information on financial aid, assistance with study skills, and library tours to students who are unable to take advantage of on-campus services.

3. To maintain contact with students, and to provide organizations, activities, and services that will encourage their active involvement with programs and university life and enhance their educational experiences. The advisers will:
   - contribute material to the *CE Scholar*, a publication for students enrolled in continuing education courses and the BLS program;
   - send monthly letters to BLS students on course offerings and university activities;
   - sponsor periodic social functions to encourage off-campus students to visit the campus;
   - assist in the establishment of support groups and organizations such as an adult student association and an honor society for students in continuing education programs.

4. To consult with faculty and staff members to ensure that the special needs and concerns of nontraditional students are being addressed. The advisers will:
   - contact appropriate university offices to keep them informed of the BLS degree and the services offered by the Educational Advising Service in order to encourage referral of adult and/or part-time students;
   - work with the Liberal Arts Advisory Office on validation of credit procedures by which performance in nonaccredited learning situations is evaluated to determine whether academic credit should be awarded by the university;
   - discuss course offerings and support services appropriate for nontraditional students with the responsible center and university staff members;
   - work with the BLS faculty committee on requirements for the BLS degree;
   - participate in Saturday and Evening Class Program faculty orientation sessions each semester.

Program Description

The Educational Advising Service is staffed by two full-time professional educational advisers. Five years ago only a small percentage of students enrolled in courses through the Center for Credit Programs were working toward a degree. Now almost 80 percent of these students are admitted to some type of degree program. Although most of them are assigned an adviser elsewhere in the university, many come to the Educational Advising Service for informal advice, support, or help with scheduling difficulties and course selection. Students enrolled in the BLS program are assigned an adviser from the Educational Advising Service. While the university is committed to serving adult and part-time students, such students often encounter obstacles in an institution designed primarily for traditional, on-campus students. One of the most important functions of the advisers is to help these students negotiate the system.

Advising is done in person, by mail, and by telephone. An effort is made to provide this advising at times convenient to nontraditional students. An adviser is available two evenings a week and one Saturday each month as well as during regular office hours. Advisers sometimes travel to locations in which students are concentrated, such as cities in which off-campus courses are offered and the state men's reformatory.

While the concept of lifelong learning is gaining wider acceptance, adults are often tentative and anxious about beginning or returning to college, and they generally receive less social support for that decision than do traditional-age students. Also, many adults are not familiar with the vocabulary and the bureaucracy of higher education.

The Educational Advising Service is often the point of first contact with the university for adults who are considering beginning or resuming their education. Advisers who are knowledgeable about the entire range of university policies, programs, and services, and who are experienced in dealing with adults' needs and concerns, can provide necessary information and ensure that the information is understood. They can also provide much-needed encouragement and support. Many adult students, because they are at a distance from the campus, work full-time, or care for young children, do not have access to most on-campus services. The Educational Advising Service attempts to

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remedy this situation by offering, in addition to academic advising and planning, such services as career assessment and counseling, financial aid information, study skills assistance, and library tours.

Two workshops are also offered: the Survival Forum and the Career Assessment Workshop.

The Survival Forum is a reentry information/orientation session for adults who are considering continuing their education at The University of Iowa. Participants first attend a general information session, one component of which is a panel of adult students who discuss the problems they have encountered in resuming their education and the satisfaction they have derived from their experiences. Following this are sessions on study skills, on using the Career Resource Center, and on either stress management or dealing with changes in relationships caused by one's return to college. Participants then have time to speak individually with representatives of various university offices who can answer their specific questions. The Survival Forum is planned and coordinated by the Educational Advising Service, but it is a cooperative effort involving the Admissions Office, the Liberal Arts Advisory Office, the Graduate College, the University Counseling Service, the University Careers Office, and the Office of Student Financial Aid. The workshop is held on a Sunday afternoon at the beginning of both the fall and spring semesters so that working adults and those who live some distance from Iowa City may attend.

Because the decision to continue one's education as an adult is usually connected with career issues—advancement in one's chosen field, career change, or resuming a career after a period of not working—the Educational Advising Service staff began this year to offer a four-week evening Career Assessment Workshop. Exercises and various assessment instruments help participants to examine their interests, abilities, values, personality, and learning style, and learn how to gather and evaluate information on occupational alternatives in order to make and implement a career decision. A representative from the University Careers Office answers questions about the process of finding a job, what employers are looking for in an employee, and the outlook for various occupations in the future. Questions on how to overcome both external and internal obstacles to making and carrying through a career choice are dealt with by a psychologist. Because students' responses to the Career Assessment Workshop have been very favorable, it will be offered regularly in the future.

Procedures Used in Program Evaluation

The Division of Continuing Education, in its continued commitment to the Educational Advising Service, has provided the encouragement and stability necessary for future planning. Further, the Iowa Regents Universities, following the first five-year review of the BLS degree, recommended that the BLS degree program be continued.

One way to evaluate the Educational Advising Service program is to examine contact statistics. For example, in 1981-82, 2,994 contacts were made (1,166 associated with the BLS program and 1,828 associated with related educational concerns). In 1982-83, there were 3,983 contacts (1,438 associated with the BLS program and 2,545 with related areas). Thus, there was an overall increase in contacts of 33 percent.

The Survival Forums seem to be helpful in overcoming some of the obstacles adults encounter when they wish to return to college. Evaluations by participants have included the following comments: "One of the most rewarding experiences I have ever had." "Exactly what I wanted." "It provided the kind of experiences that I can apply to my own situation." "It helped me personally." "It solved some problems for me." In one-year follow-ups, as nearly as can be traced, between 50-74 percent of the participants ultimately enrolled in some type of course at The University of Iowa.

The success of the Educational Advising Service, both in handling routine concerns and questions of nontraditional students and in special programs such as Survival Forums, has led to increased invitations to speak at service associations and participate in panels and workshops sponsored by other organizations. This seems to indicate that adults are interested in receiving information about continuing their education.

Results/Outcomes

The most obvious impact of the Educational Advising Service on students and on the institution is the BLS degree program. Although it does not administer the program, the College of Liberal Arts recognizes it as a viable degree option. Initially, this type of nontraditional program was endorsed with some reservations. Now, some on-campus traditional students are enrolled in the program at the suggestion of their advisers. Referrals from the Admissions Office, the Liberal Arts Advisory Office, the Registrar's Office, and the Counseling Service are received on a routine basis.

The Graduate College, the College of Education, and the College of Business Administration refer prospective students to the Educational Advising Service to receive initial information on the university. The Educational Advising Service is thus being recognized as the place for the adult nontraditional student to come.

The first initiation for the University of Iowa chapter of Alpha Sigma Lambda, a national honor society for continuing education students, was held in December 1983. This honor society was recognized by the university as a student organization, and the officers have requested funding for special activities. The commitment and motivation of these honor students was recognized by the President of the university in his letter to the initiates. This letter was also reproduced in a publication from the Alumni Office to alumni, parents, and friends of the university.

A support group for reentry women was also organized in the fall of 1982 in cooperation with the Women's Resource and Action Center, and it continued throughout the academic year. As a result of the interest in this group, the Women's Resource and Action Center has incorporated a similar group into its regular programming.

At the suggestion and with the assistance of a few students, an Adult Student Association was established and recognized by the university in 1983. Membership is open to anyone interested, but is focused on the nontraditional adult student. Problems with com-

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munications, publicity, and scheduling have meant that the group is rather small; organizing students who have many other concerns and responsibilities in their lives, and who live off campus, has presented some unique problems that remain to be solved. The Educational Advising Service staff initiated and advises these organizations and groups, but has tried to leave the operation and decision-making to the students involved. By recommending that students take responsibility for the groups, the advisers hope to encourage support from the central administration, not just the Division of Continuing Education.

One other activity that seems to be working is the participation by the advisers in the Saturday and Evening Faculty Orientation program. The advisers meet with the Saturday and Evening faculty at the beginning of each semester and try to sensitize them to the problems and concerns of the nontraditional student. They explain the Advising Service and encourage the faculty to contact them with problems, or to refer students who need special assistance. The result has been continued attendance on the part of the faculty, even though they have heard much of the presentation previously.

Potential for Adaptation by Other Institutions

The Educational Advising Service model, a centralized advising service for adults, would seem to be adaptable to any institution committed to serving adult learners. Policy makers should recognize that adults have different needs and problems from traditional-age students, and these must be taken into account in institutional planning and curriculum development. If adult students are to be served effectively, every office, faculty member, and staff member from the top down must be sensitive to and willing to address their unique concerns. High visibility and support for the service within the institution is an important factor in facilitating referrals.

Administrative support should include a commitment to provide sufficient funding to enable establishment of services comparable in quality to those provided traditional students. If there is not a separate unit to administer courses offered in nontraditional formats, careful thought should be given to the organizational and physical placement of advisers so that students will be aware of and take advantage of the service.

Selection and training of advisers is also an important consideration. Ideally, advisers should have had first-hand experience as returning students so that they have an appreciation for the situation of adult students. They should be generalists who have a student-oriented philosophy of advising, and they must be willing to work evenings and Saturdays and to travel if necessary.

Advisers should be knowledgeable about the entire range of programs and services offered by the institution, as well as institutional policies and procedures. It may also be necessary for them to develop some familiarity with resources external to the institution that may be helpful to adult students in achieving their goals.

Finally, advisers should possess the ability to work cooperatively with other staff and faculty members. Because they are often called upon to represent the institution to the general public, it is important that they possess good judgment and act appropriately.

Establishment of an advising service for adults requires an adjustment of priorities that will be reflected in every part of the institution. Such change is especially difficult when resources are scarce. However, if the institution is to make itself more attractive to the growing numbers of adults seeking continuing education, a commitment to treating them equitably and serving them well is necessary. Most institutions will find that such a commitment will pay dividends in terms of increased enrollment and satisfaction of adult students.

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Certificate of Merit Winners

Enrollment Services System

University of Missouri–Kansas City

Submitted by:

Gary E. Widmar
Vice Chancellor for Student Affairs

Joan S. Sherwood
Assistant Vice Chancellor for Student Affairs

NACADA Award Category: Public University (Certificate of Merit)

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Enrollment Services System

Institutional Description

The University of Missouri–Kansas City (UMKC) is a public urban university with a total enrollment of 11,500 students. A rather high percentage (40%) of that enrollment is at the first professional and graduate level. However, the undergraduate enrollment totals nearly 6,900 including 4,000 full-time and 2,900 part-time students.

The largest undergraduate division is the College of Arts and Sciences which enrolls 3,600 students. Of that total nearly 2,000 are freshmen and sophomores. Traditionally the faculty in the some 30 departments and programs of that college have focused their advising efforts upon declared majors (generally juniors and seniors).

The lower-division enrollment in Arts and Sciences includes a large percentage of students whose degree goals are either preprofessional (but often in a very general way) or undecided. While several other undergraduate divisions admit first-time freshmen, the School of Business Administration and the Dental Hygiene programs do not. The School of Education admits freshmen only on a limited basis as does the School of Pharmacy.

Program Development

The Enrollment Services System at UMKC really arose out of a proposal from the Director of Admissions and Registrar several years ago that consideration be given to an administrative system that would combine such functions as admissions counseling/school relations, admissions, and academic advising for better service to students and for more effective utilization of professional staff throughout the academic year. In September 1982 after a series of campus discussions a formal proposal for an Enrollment Services System was submitted by the Assistant Dean of the College of Arts and Sciences and the Director of Admissions and Registrar.

The proposal was approved by the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs in October 1982 after extensive discussion involving the undergraduate academic divisions. Professional and clerical staff from the Admissions Office and the Student Academic Support Services Office then were merged to form the new Enrollment Services Office to be located in the relatively new Student Services Building. UMKC's Enrollment Services officially began functioning in early November 1982.

Why did this new program come into being? The primary reason was the strong desire of the campus leadership to provide for the first time at UMKC an integrated continuum of comprehensive enrollment services including admissions counseling, admissions, academic advising, career planning assistance, orientation, and registration. In doing so it was hoped that students would be better served and that the attrition of students would be reduced. A key governing principle was to be that to the greatest extent possible the *same* Enrollment Services team would provide these comprehensive enrollment services to a given student from the time he or she first contacted UMKC through the first two years of the time at UMKC—with special emphasis on the critical period during the first term of a student's enrollment when according to the research literature attrition is so likely to occur.

Challenges or problems in the early development of the Enrollment Services Office arose primarily out of the need to train admissions counselors/officers for their expanded role in academic advising, career advising, and orientation and to train academic advisers/outreach coordinators for their role in admissions counseling and admissions. The training of staff, both professional and clerical in team building was yet another of the challenges. Trying to accomplish all this while at the same time starting the new arrangement when admissions counseling, admissions, and academic advising for the next semester was peaking added to the challenges.

Goals and Objectives

The proposal for the Enrollment Services System stated the goals and objectives as follows:

a. To benefit the students at this institution.
b. To facilitate their admissions and enrollment process.
c. To modify the bureaucratic structure and its attendant claims and demands (which can be very frustrating to a student) by reducing the number of offices/units/people with whom they must deal to move from the prospective student status through the applicant status, the admittee status, the advisee status to the enrolled student status.
d. To centralize operations which can best be accomplished in a single location.
e. To eliminate any unnecessary duplication of services.
f. To organize and utilize existing resources in a more effective manner.

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g. To serve as the first step toward a comprehensive, computer-based and computer-assisted enrollment and advising system.
h. To serve possibly as a University of Missouri model for effective, efficient, cost-saving student educational services.

Program Description

Governance for the UMKC Enrollment Services is vested in an Executive Council and a Coordinating Committee. The Executive Council consists of the Vice Chancellors for Academic Affairs and for Student Affairs and the Deans of the College of Arts and Sciences and the Schools of Business and Public Administration and the School of Education. They or their designated representatives are to meet at least once annually to determine budget allocations, priority of needs, staffing, and overall evaluation of the performance of Enrollment Services.

The Coordinating Committee includes the Director of Admissions and Registrar (who is the chief executive officer for Enrollment Services), the Director of the Student Academic Support Services, the Assistant or Associate Deans of Arts and Sciences, Business and Public Administration and Education, the Director of Arts and Sciences Upper Division Academic Advising, the Director of the UMKC Counseling Center, the Associate Director of Admissions, and the Associate Registrar. This Committee is responsible for the overall planning and operation of the Enrollment Services System, the training and supervision of staff, the coordination and liaison with the academic units and appropriate faculty committees within them, the evaluation of the service provided, the recommendations for budget and staffing and the handling of problems with regard to the operation of the service.

The UMKC Enrollment Services Office is located in a specially designed area of the relatively new Student Services Building. Four Enrollment Services teams have been established based on the former Admissions Office and Student Academic Support Services staff. Each team consists of two professionals and one support clerk to provide comprehensive enrollment services to an equal share of Arts and Sciences lower division students. In addition each team has an equal responsibility for admissions counseling and admissions support for the other UMKC academic units at the freshman, transfer, first professional, and graduate levels. Liaison with key feeder secondary schools and community colleges in the Greater Kansas City area also is an assigned role for each of the teams.

Each of the professional members of the teams has a well-designed cubicle sufficient in size to meet with a prospective student and parents or one or more advisees. The support clerk of the team is conveniently located between the offices of the two Enrollment Services officers on the team with ready access to the admissions and advising folders for the team and to a terminal for access to the computerized Student Information System. It is the support clerk who also serves as the receptionist on the phone or in person for the team's clientele.

The Enrollment Services Office is open virtually every weekday of the year including the winter and spring breaks. Office hours are 8:00 A.M. to 6:30 P.M., Monday through Thursday and 8:00 A.M. to 5:00 P.M. on Friday. During the advance advising periods students are urged to arrange for appointments; otherwise the practice of "walk-in service" seems to suit the urban student clientele quite well. While academic advising is conducted on an individual basis during most of the year, experimental use of group advising during the heavy advising period just before a given term has shown great promise and has been well received by students.

Under the Enrollment Services System concept a person might come to the office as a prospective student and emerge within 30 or so minutes as an admitted, advised, enrolled UMKC student. Should a student be found to need the specialized assistance of other offices such as Student Financial Aid, Career Information and Placement, Counseling, Veterans' Affairs, or International Scholar and Student Advising, that student can be referred quickly and easily to any such office within the same building.

The weekly staff meeting of the Enrollment Services Officers with the Director of Admissions and Registrar and the Associate Director of Admissions has become an invaluable feature of the system. Staff from such campus units as the Counseling Center, the Career Information and Placement Center, the Student Financial Aid Office, and the Student Learning Center have conducted special training sessions during those weekly meetings to familiarize the Enrollment Services Officers with those units and to forge a partnership that will maximize the use and benefit of all the support services for UMKC students. Representatives of campus academic departments and schools annually meet with the Enrollment Services staff in their weekly meetings to discuss academic program changes, questions about curricular plans and courses, and other matters related to the recruitment, admissions counseling, admission, academic advising, and enrollment of students.

As an urban institution with only moderately selective admissions standards UMKC annually admits a considerable number of undergraduate students whose chances for academic success must be deemed as marginal. A central thrust of the Enrollment Services System has been to identify such students and to provide them with every opportunity for academic success. Each team has a listing of those students to insure that their needs are not overlooked. Careful attention is given to such matters as the types and numbers of courses recommended for any given term and the referral to campus support units for any special assistance needed. Particular emphasis has been given to advising such students about the Supplemental Instruction sections available for certain lower division courses and about the developmental courses available in a number of subjects and skill areas. As a contrast, the identification of possible candidates for the Honors Program in the College of Arts and Sciences is a function also carried out by the Enrollment Services professionals.

To widen the service to students and to provide greater professional challenge and a deeper sense of accomplishment for the Enrollment Services Officers special assignments (generally on a volunteer basis) are given to those officers. For example, one is responsible for liaison with the Handicapped Student Services Office and for keeping her colleagues current

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on matters related to such students. Liaison with specific professional schools, development of freshman orientation sessions, and coordination of the Student Services Building Information Center and Switchboard are other examples of such additional duties. Collectively these enable the Enrollment Services Office to have a valuable in-depth liaison with the rest of the institution.

Procedures Used in Program Evaluation

As indicated earlier, both the Executive Council and the Coordinating Committee have responsibilities for the on-going evaluation of the Enrollment Services System. In addition the Vice Chancellor for Student Affairs has appointed a faculty advisory committee to advise him on all matters related to the system.

The Admissions and Registrar area (as well as the Student Financial Aid area) is scheduled for an evaluation by an external consulting team in June 1984. The Enrollment Services System will be a key part of that external evaluation. An Admissions and Registrar Advisory Committee has been established as part of the Student Affairs Division program of faculty advisory/liaison groups and will be reviewing the operations of the Enrollment Services Office as well as other parts of the Admissions and Registrar area.

Results/Outcomes

While UMKC Enrollment Services really is quite new, certain results and outcomes already are apparent. Letters of appreciation/commendation clearly indicate satisfaction with the effort of the Enrollment Services in identifying and motivating candidates for the Honors Program on the one hand and for developmental programs on the other hand. Use by marginal students of the Supplemental Instruction units offered by the Student Learning Center in cooperation with certain academic departments apparently has increased as a result of the advising efforts of Enrollment Services in that area.

Job satisfaction for both the professional and the clerical support staff has increased significantly. The scope and the variety of their duties are partly the cause. The sense of a continuum of responsibility for a given group of students from their first contact with UMKC through their critical transition period to their transfer as juniors to Arts and Sciences departments or other campus academic units certainly has contributed to that increased job satisfaction. One outcome reported by the Enrollment Services Officers themselves and observed by their supervisors is the improved performance in their admissions counseling because of their experience in academic advising, their improved performance in liaison work with secondary school and community college staff because of their combined admission and academic advising roles, and so on. It probably is that overall improved performance that has enabled Enrollment Services to fulfill all of their mission with only four teams instead of the five that were proposed initially.

A closer working relationship between the College of Arts and Sciences and the entire Admissions and Registrar area including Enrollment Services has evolved since the new system was launched. The Director of Arts and Sciences' Upper Division Advising and his staff were moved as part of the total scheme to an office area immediately adjacent to the Admissions and Registrar area. Thus the professional staffs involved with Arts and Sciences students throughout their whole undergraduate careers are available on the same floor of the same Student Services Building. In addition auxiliary office space has been provided near the Enrollment Services Office for use by the Assistant Dean of Arts and Sciences who oversees academic advising for the college as a whole and serves as Chairperson for the Academic Standards Committee, the faculty committee with the authority to approve exceptions to faculty policies on undergraduate admissions, probationary standards, enrollment regulations, and degree requirements.

One of the aids developed for more effective and efficient academic advising within Enrollment Services now has widespread use on campus. It is the advising transcript. Unlike the usual transcript that shows a student's academic record term by term, the advising transcript clusters the courses together by subject areas so that the Enrollment Services Officer and the student can check quickly if any given course has been completed without having to scan the entire record. This new advising transcript is being used in virtually all of the undergraduate academic units for advising. It also has been found valuable in their work and that of the Registration and Records Office related to the audit of degree applications.

Last and by no means least, the comments of the students who have been served by the new system have been most positive and enthusiastic. Often their reactions have arisen from unsatisfactory experiences with other universities of similar size and type and therefore have been more significant.

Potential for Adaptation by Other Institutions

The potential for the adaptation of any administrative or academic program by other colleges and universities of course is best determined by those institutions. However, from the time The UMKC Enrollment Services System first was conceived, it has been the growing conviction of those closely involved with the system that it could serve as a model for other institutions.

For those staff at UMKC who have had experience with other urban universities, the potential for adaptation would seem greatest at that type of institution. This would seem particularly true if such an institution had a physical facility similar to the UMKC Student Services Building where such an Enrollment Services Office could be located amidst other student services.

The UMKC experience suggests that both new and older admissions officers alike in making the transition to the role of professionals who serve also as academic advisors find the shift a very logical and rewarding one. While the transition of academic advisors to a role that includes comprehensive admissions responsibilities seems to require more time and training, they too find the shift a very logical and rewarding one.

While the UMKC Enrollment Services' clientele for academic advising and related services has been restricted to Arts and Sciences' freshmen and sopho-

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mores, the experience to date would suggest that such services also could be effectively and efficiently provided by such a system to entering transfer students in virtually any academic division. This would seem especially true for urban universities where heavy volumes of late applications and admissions of transfer students so often come so close to the next term and when faculty are less available for the initial advising of those new transfer students.

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Certificate of Merit Winners

Academic Advising at Pan American University

Pan American University

Submitted by:

Lupita Cantu-Morse
Coordinator of LAC-Counseling/Advisement Center

NACADA Award Category: Public University (Certificate of Merit)

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Academic Advising at Pan American University

Pan American University is located in Edinburg, Texas, which is part of the Rio Grande Valley in the southernmost part of Texas. The enrollment of undergraduate students is approximately 8,600 and there are about 1,000 graduate students. Approximately 80 percent of the enrollment is minority (Mexican American) and most are commuters. The majority of our students work at least part time and approximately 80 percent are on financial aid. The average composite score on the ACT Assessment for entering freshmen is approximately 11.8 percent. It takes PAU students an average of five years to graduate.

Pan American University has always had a strong commitment to provide the opportunity for a quality education to an increasingly diverse student population. Given the characteristics and backgrounds of the "typical" PAU freshman, it was clear that in order to provide an optimum opportunity for academic success, each entering student had to make academic choices with a full awareness of all the options available. In addition to this, they also had to have a realistic appraisal of their academic strengths and weaknesses, personal interests and needs, and career ambitions. In Fall of 1981 PAU initiated the core curriculum which involved changes in general education requirements and the sequence of classes. With all these conditions, it became essential to establish an academic advisement program.

The advisement program consisted of a freshmen advisement center, an interim advisement program, and a major department advising program. The freshmen advisement program was to be responsible for entering freshmen through their second semester on campus. The interim advisement program was to advise students after their second semester until they completed 60 hours. The major department advisement program was to advise junior and senior students through graduation. The freshmen advisement center was to be staffed by qualified professional counselors and advisors. The interim and major department advising programs were staffed with faculty advisors.

There were many problems that arose in trying to establish the advisement program. The first problem was trying to get institutional or administrative support for the program. The Dean of Students, with the cooperation of the Council of Deans, wrote the policy on academic advisement. After much discussion and deliberation the policy was approved on June 16, 1981. Then came the problem of money. The budget did not allow for new positions so the problem was solved by reassigning existing staff in student affairs who were working in advisement related jobs to staff the freshmen advisement program. However, the ideal freshmen advisement program called for 11 FTE's and only 9 FTE's were ever funded. Because of the state of the economy, and recent budget cutbacks, there are now 8 counselors and advisors staffing the advisement center.

Other problems encountered were those of space, territoriality, compensation for faculty, and training. The space issue was solved by relocating tutorial staff of the university LAC, to various other locations throughout the campus. The Council on Academic Advisement, a committee made up of representatives from all the different schools and/or departments, was instrumental in helping with the issue of territoriality. The council met almost weekly for two years to try to minimize the conflicts that the policy on academic advisement created within the university. The implementation of the total advisement program and even alternative plans for advisement were also considerations that the council was faced with. The council even proposed various alternatives for faculty compensation for advisement activities. This issue still has not been totally resolved.

The primary goal of the advisement program is to assure that all students, regardless of academic abilities, are provided the opportunity to successfully achieve their educational, personal, and career ambitions. This goal is to be accomplished by attaining the following objectives:

1. Providing the student information about general educational and core requirements (including sequencing of courses and time requirements)
2. Assessing the student's academic skills using a combination of various test instruments—ACT, math placement exam, reading test, etc.
3. Advising students beyond course selection by helping them consider their personal and career goals and ambitions
4. Facilitating the transition of students to their major departments
5. Guiding students through requirements for graduation

The freshmen advisement center program will be the main focus here, with information about the other advisement components provided as deemed necessary. The type of advisement offered by the freshmen advisement center is more extensive than that typically provided and is conducted by professionals whose primary function is advisement. The first task of the advisement center is to contact each entering student and schedule an individual advisement session. The objective of this first contact is to help the student decide, through a well established decision-making

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process, which program of study and which specific courses are most appropriate for him or her based on career goals, prior academic experiences, measured academic potential, and personal interests and aptitudes.

Beginning with the first session, the advisement center, with the help of the registrar's office, monitors each student as he or she progresses through his or her academic program. Each student is required to report to the center at least once during the first semester, regardless of progress, to begin planning for registration for the following semester. Those students with academic problems, as indicated by mid-semester grades or faculty referrals, will be contacted and assisted to improve performance through individual counseling and/or referral to tutoring or other appropriate academic support services.

During the semester, beginning freshmen who are contemplating dropping a class meet with their advisor in order to discuss alternatives to dropping the course. The advisor guides and encourages the student to seek the proper place for assistance and guidance in fulfilling his/her responsibilities about academic progress and its relation to financial aid.

In order to facilitate effective advisement, student records including transcripts, ACT scores, results of vocational tests, and scores on math and English placement exams are kept in a central file in the advisement center and supervised by a trained psychometrist. Facilities and personnel are available to administer, score, and interpret selected measures of student interests and achievements.

In addition to helping students understand requirements, identify important goals, and stay in school, the advisement program also facilitates the transition of students to their major departments after the first year. For freshmen who are firm in their choice of planned major, contacts and interaction with departmental representatives are arranged. For those who are less sure, some opportunity to meet with various departmental faculty will be provided. Once a student has completed his first year, the advisement records are transferred to major departments.

The interim advisement program, now known as UCAP, (University College Advisement Program) takes over the advisement responsibilities for those students after they leave the freshmen advisement center. Selected faculty from each department have been trained to conduct group advisement sessions with students for each major. The size of the group may vary from 2 to 30 students depending on the major. The session occurs approximately one hour before the student is to register for classes. This advisement session focuses mainly on selecting courses and scheduling classes. With the use of a computerized "student record history" the faculty member advises students.

Major departments vary in their advisement procedures, but most concentrate mainly on course selection and class scheduling.

After the third advisement session during the second semester of the students' freshman year, students evaluate the program and the advisor. In addition, extensive records are kept regarding student attendance at advisement sessions. From these data conclusions can be reached concerning the effect of advisement on attrition, the total number of students being served, and cost benefit relationships.

One of the major concerns that led to the establishment of the advisement center at PAU was a severe attrition rate among students during their first four semesters of enrollment. In 1979, the year before the center was in full operation, retention of students by their fourth semester was 49 percent. By 1982, the third year of center activity, the retention rate among "advised" students was 61 percent, a gain of 12 percent over pre-center attrition.

To determine the extent to which the advisement process contributes to the retention of students, records have been kept and the rate of attrition among students who have participated in the advisement program has been compared with the attrition rate among students who have not taken advantage of advisement.

In its first full year of operation, 1980-1981, the number of first-semester entering freshmen served by the center was 1,080. Of those, 967 returned for their second semester for a return rate of 90 percent. During the same period, 407 entering freshmen neglected to take advantage of the services of the advisement center. Of those, 233 returned the following semester producing a return rate of 57 percent. For those advised by the center, return rates dropped to 65 percent the third semester, 58 percent the fourth semester and 46 percent the fifth semester. For those not utilizing the center, the return rate for the third semester was 29 percent, for the fourth, 25 percent and for the fifth, 18 percent. Clearly, those who availed themselves of advisement services fared far better in terms of continuing enrollment than did those who failed to utilize the services offered.

The rate of return and percentage difference between "advised" students and "nonadvised" students has remained consistent with that experienced in 1981 in each year since that time. In addition, retention rates for "advised" students have been consistently higher (from 6 to 17 percent) when compared on a semester by semester basis, than the rates experienced by the university as a whole the year prior to the initiation of the advisement program. Retention for the second semester alone has ranged from 84 percent to 90 percent for "advised" students since 1980 while the retention rate for all first-semester freshmen in 1979 was 73 percent.

While it is not absolutely clear that advisement alone has retained greater numbers of students, it is clear that the attrition rate for the university has noticeably declined since the advisement program began operating. Since 1979 the percentage of retention for all students by the fourth semester has increased from 49 to 55 percent.

The advisement program at Pan American University can be adapted by other institutions both public and/or private. Systematic organization and cooperation from administration are essential. However, the key to the success of the advisement program at Pan American University is the aggressiveness that is used in assuring that students will attend the advisement sessions. The best advisement system and the most professional advisors are only useful if students participate in the advisement sessions. Therefore, at PAU, scheduling of students is of the utmost importance. Students are contacted and scheduled for a particular

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session with a specific time, date, and advisor. The day before the scheduled session students are called to remind them of their appointment. This system has helped to increase the percentage of students who attended their appointed session by a significant margin.

In addition to scheduling, the attitude of the professional staff is very important to the success of the advisement program. At Pan American University the cooperation between the professional counselors and advisors and the faculty is excellent. It has taken much time and a deliberate effort on the part of both to reach this state. The success of other institutions in adapting this program will be dependent to a large extent on the degree to which they are able to accomplish the critical tasks of organizing, assuring student participation, and achieving a mutually supportive working relationship with faculty.

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Certificate of Merit Winners

Pre-Major Advising Center

Trinity College of Arts and Sciences
Duke University

Submitted by:

Albert F. Eldridge
Associate Dean of Trinity College

NACADA Award Category: Private University (Certificate of Merit)

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Pre-Major Advising Center

Duke University, a private, selective university located in Durham, North Carolina, operates in its Trinity College of Arts and Sciences a centralized, low-cost, advising system for freshmen and sophomores which has consistently held academic attrition to between 1.5 and 2.0 percent of each class of approximately 1,500 students. Staffed by two full-time and one part-time professionals, two paraprofessionals, and approximately 80 volunteer members of the faculty and administrative staff who serve without compensation or released time, the "Pre-Major Advising Center" serves approximately 2,400 students each year with a comprehensive program for academic and related personal advising, referral coordination, and effective planning to define and meet educational and personal goals for each student's undergraduate years.

Program Development

The current Pre-Major Advising Center has developed over several years, in response to faculty and staff concerns over the quality of advising formerly provided to freshmen and to sophomore students. In Trinity College, freshmen must identify areas of academic interest midway through the spring semester of the first year, but the declaration of major may be postponed until the end of the fourth undergraduate semester. Until the early 1970s, all students were advised by faculty members under a decentralized system. Faculty members had few if any records to provide a basis for advising, students reported considerable difficulty in making appointments with advisers when they needed counsel, and such advising as the faculty could provide, focused by necessity on semester-to-semester course selection, with little attention to integration of curricular and cocurricular activities, to long-range curricular planning, or to the development of personal or career goals. Academic deans within the college were able to bridge a portion of this gap with students who sought their services, but as the number of students served by each Assistant Dean of the College grew from approximately 300 to over 900, the difficulties in offering adequate individual counsel to each student became obvious.

In 1975, the college coordinated its services to freshmen in a centralized facility. Recordkeeping was centralized; appointments were coordinated through a permanent staff member who also served as a source of continuing information and support to the faculty; and students and faculty came to the advising center for appointments. Faculty response to the centralized freshman advising system was enthusiastic: through its Advising Committee, and the undergraduate faculty repeatedly urged support for and extension of the freshman center, and faculty who participated in the center as advisers especially praised the centralization of information services, the training and support provided advisers, the convenience of having appointments scheduled and the mechanics of the registration handled by the permanent staff, and provision of a service which could guarantee "same day" attention to the needs of any student requesting assistance, through appointments with either a member of the permanent staff or an adviser scheduled to provide counsel in the center on any given day. Faculty members also appreciated the convenience of prescheduling advising days: since each adviser was responsible for only five half-days' service in the center in each semester and could schedule advising times far in advance to suit class, research, and travel schedules, faculty members found the routine of advising no more burdensome than the committee assignments normally undertaken by full-time members of the undergraduate staff.

As the freshman center established itself as a fixture on the campus, it became clear that sophomores in the arts and sciences were often in an anomalous position. Those who identified departmental majors at the close of the freshman year moved smoothly into the traditional structure of upperclass advising: assigned to departmental advisers, they were served for administrative purposes by assistant deans of the college who specialized in working with particular groups of upperclass students. Sophomores who did not identify a major, however, were not assigned departmental advisers and did not continue to be advised in the freshman center. At a time when many were clearly uncertain of their academic direction and quite likely in need of counsel, they were assigned for administrative convenience to a single assistant dean of the college, who served part-time and who could provide little more than perfunctory counsel to most of his charges.

During the winter of 1980-81, the college undertook a serious study of its services to sophomores who had yet to identify a major. Two divergent points of view emerged: (1) students should be required to identify the major at the end of the freshman year, since even those who are uncertain of their direction profit from the need to think through their goals and to make a clear academic commitment, and since college procedures provide for changes of major to be made relatively easily and without penalty to the student; and (2) students gain little from declarations of major made

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simply to meet a deadline or fulfill a requirement, and need instead to be supported and encouraged in their efforts to take time carefully to consider their choices, to develop alternatives, and to decide appropriately among them. From these discussions within the college and its faculty committees, emerged a unified freshman-sophomore "Pre-Major Advising Center," charged with meeting the needs of all students during the freshman year and those of all sophomores within the college who had yet to identify a major. Since approximately 350 students had customarily remained undeclared under the previous system, the staff expected that no more than 500-600 students would seize the option to postpone their declarations and remain advised as sophomores within the new Pre-Major Advising Center.

In fact, the experience has been quite different, and perhaps attests both to developmental needs of students which the college is moving to address and to the success of the center concept. The number of sophomores remaining under the umbrella of the Pre-Major Center has increased each year since 1981; in the spring of 1984, nearly 1,150 of the approximately 1,500 freshman students in the college elected to postpone major declarations and will be advised in the center during at least a portion of their sophomore year.

As the number of sophomores advised within the center has increased, the staff has moved to increase the continuity of services over the several semesters that students remain in the center, while maintaining the high level of freshman services expected by faculty and students and clearly important in holding down attrition from the freshman class. Support came in the autumn of 1983 from the undergraduate faculty, who approved in principle a requirement that students develop a long-range curricular plan as part of the process of declaring the major and readying themselves to move into the more loosely-organized departmental advising system. Small-scale experimental programs attempted within the center early in the 1980s, and the efforts of several individual faculty advisers, had supported the notion that students benefit from systematic clarification of their values, and from conscious planning to set and then to meet both educational and personal goals. In the absence of some clear mandate from their colleagues, however, some faculty members proved resistant to what they perceived as an additional advising burden, or as the potential imposition of an additional administrative requirement upon students. Current efforts within the college administration and within a select faculty committee focus on finding a procedure and a structure which will support the planning process most effectively. Discussions in the spring of 1984 span a range of possibilities: increased use of those with special expertise to provide special services (for example, the use of special counselors to identify and support minority students interested in the natural sciences and in mathematics); expanded use of computer-based information services developed during 1983-84 within the Pre-Major Center and the possible use of computerized values-clarification and career choice systems; development of self-guiding planning instruments which will encourage students to begin the process of goals identification and academic and personal planning independently, without relying unnecessarily on close faculty guidance at every step of the procedure.

Program Description

Students in Trinity College register by mail prior to their matriculation, and they are paired according to areas of academic interest with their advisers at that time. Since nearly 70 percent of the center's advisers now serve on a continuing basis, many students work with the same adviser from the time of their matriculation, until they declare majors and leave the center. The center's structure, however, provides for easy consultation with other members of the staff: because records and appointments are centralized, students find it easy to accept referrals to members of the staff who may be able to provide detailed information about particular programs or departments, or who may be able to offer some specialized counsel which a student wishes to receive.

Routine procedures in the center provide for early identification and close follow-up by both advisers and senior staff of students who seem to present special needs. The admissions dossiers of all entering students are reviewed by all members of the center's permanent staff (including the paraprofessional personnel) in the months before students matriculate, and both professional and paraprofessional staff members are careful to familiarize themselves with the records of all students whose records present special problems. Students with special needs are also "flagged" for close attention by their advisers, and the assignment process and review procedure often make it possible to assign such students to experienced advisers who are known to work especially effectively with certain types of students. Routinely, the center's staff gives special attention to the needs of certain groups of students: those with marginal academic preparation or records; those whose schools note evidence of flagging motivation or questionable self-discipline; those who have experienced recent personal stress; those with obvious medical problems, physical handicaps, or learning disabilities; those whose socioeconomic background may make adjustment to the residential situation on Duke's campus especially difficult; all minority students; students for whom Duke was a clear second or third choice and who seem even before their matriculation to question whether the university can offer them what they want and feel themselves capable of using; and unusually able students, who may not be fully challenged by the routine of many freshman courses and who may profit from early attention by senior, experienced, faculty members and by early referral for the sorts of internships, research opportunities, and independent study often sought only by upperclass students. Such students are seen by the center's permanent staff as well as routinely by their advisers, during the first three weeks of the semester, and several are invited to meet at biweekly intervals with permanent members of the staff as well as meeting for routine appointments at least three times during their first term and at least twice thereafter.

Knowing that permanent members of the center's staff assume primary responsibility for identifying and following up with certain groups of students accomplishes two significant things from the faculty's perspective. First, it encourages advisers to remain alert to the needs of students in their advising groups, knowing that the staff will provide immediate and continuing

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follow-up to referrals for special problems. And second, it frees advisers to work with students on the process of goal-setting, since they know that the permanent staff maintains close check on the progress of all students and that time need not be spent unnecessarily in reviewing such matters.

Currently, advisers normally see freshmen at least five times during the first year and meet with sophomores at least once before the major is declared. Early meetings are, of course, introductory and exploratory on both sides: course selection is reviewed, interests discussed, and—in the case of the better advisers—tentative plans and timetables established for exploring interests, establishing goals and plans to meet them, and ultimately, identifying the departmental major. Subsequent sessions focus on immediate problems of course selection for the coming semester, and on progress in clarifying interests and goals. In each year, the month of January is set aside to encourage students to meet with advisers other than their own, to talk with experienced faculty members about areas of interests, to learn what is involved in being majors in particular departments, or simply to get a different perspective on their program and plans. Usually, about one-half of the students served by the center take advantage of this opportunity. Advisers generally report enjoying conversations with "new" students interested in their particular academic fields, and students seem more inclined to talk with staff members within a center whose personnel they often know well and in a situation which they know implies no commitment, only interest. A handful of students, in fact, seize the opportunity to confer with several advisers during this designated period: so far, the center's coordinator reports that the all-time record is ten advising appointments made by a single student in a two-week period.

Information provided by advisers in the center is supplemented for students in several ways. Purchase of a surplus computer allowed the center's staff to develop in 1983 a series of brief software programs, which students may use to review information about preprofessional programs, internships offered through the various departments, techniques of finding summer employment (and effective ways to prepare the resumes which many students are at a loss to develop), and special opportunities such as study abroad or study at Duke's Marine Laboratory located on the North Carolina coast. Student response to the availability of the computer and the software has been encouraging; many who seem reluctant to accept printed summaries of comparable information, seem to welcome the opportunity to use the computer, which is readily available on a drop-in basis in the center's main student waiting area. The center also maintains, of course, complete files of brochures and flyers prepared by other university offices, and it sponsors for freshmen and sophomores as interest is perceived or as staff members sense a need, meetings with preprofessional advisers in the areas of law, medicine, and business, and informal discussions on opportunities for liberal arts students who resist successfully the pressure to track their programs toward particular professional goals. The college's coordinator for study abroad programs meets informally on a weekly basis in the center with any interested student, and special follow-up sessions are often sponsored by individual departments or interdisciplinary programs, as student interest develops. Such meetings are publicized—and often held—within the center, and as both a check on student interest and as an administrative convenience for the cosponsoring group, the center's advising coordinator maintains a sign-up list of students who express interest in attending. The most obvious measures of the center's success in working with students are the faculty's satisfaction with a service which they provide without compensation and without hope of reward within the university's promotion and tenure system; the consistent growth in the number of students electing to remain advised within the center given the opportunity to declare majors and to move to a departmental structure which is far more loosely organized and which makes far fewer demands on students since it does not require that they make advising appointments or that they even visit their advisers prior to course registration each term; and the consistently low attrition rate which at Duke for all causes remains well below that of virtually every comparable institution in the country.

Program Costs

Of particular concern to the university's administration is the cost of the centralized advising operation. Because it requires adequate physical support and because full-time staff members are necessary to coordinate appointments and oversee record-keeping and other services to advisers, the center is unquestionably more expensive to support than the fully decentralized system it replaced. Were advisers compensated, either through released time or in other ways, for their services in center, the costs of the centralized operation might well be prohibitive in an institution whose budget for student academic services has in relative terms always lagged behind amounts expended in comparable institutions. Careful political preparation, however, and the continuing dedication of a significant group of senior faculty members to the principle that advising services should primarily be the responsibility of the faculty in a liberal arts institution, has allowed the center to function effectively with a volunteer corps of advisers—seven of whom in 1983-84 were either departmental chairmen or other department officers.

In the early years of the center's operation, frequent mailings to students resulted in significant postage costs. Mailings were sent to alert students to advising procedures; to remind them of academic deadlines which affect all students; and to invite selected groups of students to meet with their advisers or with members of the center's permanent staff. Beginning in 1983, these mailings were sharply curtailed, by consolidating some items and by changing procedures within the center to eliminate the need for others. Most significantly, Duke's former *Academic Guide for Freshmen* was combined with the traditional orientation brochure into a comprehensive *Freshman Guide*, at a cost saving to the college of nearly $1,000. Two mailings were eliminated without apparent serious impact on students' compliance with procedures or their use of center services—but at a savings of $700. While these savings are relatively small, they illustrate the governing principle in the Pre-Major Center: that it is entirely possible to provide highly effective, highly-individualized, attention to undergraduate students at relatively

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low cost. Excluding facilities overhead, but including staff salaries and material support, the total annual cost of operating a center which serves nearly one-half the university's undergraduate population is under $120,000.

Potential for Adaptation

The key to success in any centralized advising system which relies on faculty participation is the goodwill of the faculty and the willingness of faculty and staff members to invest the time and intellectual and personal energy needed to provide adequate services to students. Careful attention to the concerns of the undergraduate faculty has ensured that with rare exceptions, departments in Trinity College have willingly committed time and service to the Pre-Major Center. Were it necessary to employ paraprofessional advisers to provide the majority of services to students, or were the faculty to refuse to provide advising services on a voluntary basis, the costs of operating the centralized facility might well become prohibitive for this institution.

Two staff positions within the center seem particularly critical. Because the paraprofessional who serves as Advising Coordinator deals on a daily basis with the faculty, has the authority to review faculty entries in records, and must bear primary responsibility for the day-to-day inservice training of advisers as well as provide support and serve as a resource to faculty who seek assistance and guidance in the course of advising, the Coordinator must be an individual capable of developing standing with the faculty and able to maintain the good will of the faculty in highly-pressured and occasionally sensitive situations. The Duke center has been fortunate to secure the services of several exceptional individuals over the years; the most successful occupants of the coordinator's position have been persons familiar with the university community over a period of many years and well known in faculty circles outside the immediate confines of the campus. The importance and sensitivity of the position was underscored for the staff, however, by a brief interval which saw the post occupied by a highly competent and efficient person who appeared to possess all the requisite qualifications but who proved unable to work cordially and productively with the faculty.

The Director of Duke's center is not a member of the undergraduate faculty, but holds the PhD in a liberal arts field and taught at the university level for several years. Were the director to have faculty status, the standing of the center would unquestionably be strengthened, and implementation of any comparable system in other liberal arts institutions should be undertaken with this fact in mind. At Duke, the present director has been able to maintain the standing of the center through a combination of political maneuvering and conscious efforts to appeal to the undergraduate faculty; but the circumstances of this director's situation are unusual, as has been the degree of support provided for the center by key officials of the college at critical points in its development.

The experience of the Duke staff in consulting with colleagues elsewhere is that the Duke model is readily adaptable to a variety of undergraduate institutions. The model promises to the faculty more productive use of hours committed to advising; relief from the bureaucratic chores of record-keeping and appointment-scheduling; and support which relieves the faculty of the need to seem omnicompetent in dealing with complex curricular and administrative matters. To students, the centralized advising system offers easy access: a "one-stop" facility which can serve as a point of first call for students with virtually any academic problem or concern and where students may meet with knowledgeable persons from a variety of academic disciplines and representing a broad range of university programs, and, of great importance to many freshmen and sophomores, a place where the student who often feels anonymous in lecture classes and in a relatively large undergraduate college, is "known" to the staff by name and by background. In an institution committed to providing undergraduates with immediate access to authoritative information and quick response to legitimate concerns, the centralized model as it has developed at Duke is a remarkably efficient and low-cost solution to the advising dilemma.

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Certificate of Merit Winners

Freshman Advising Program

Saint Mary's College

Submitted by:

John J. Johnson
Vice President Academic Affairs

Michael E. Galkowski
Registrar/Director Academic Advising

NACADA Award Category: Private College (Certificate of Merit)

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Freshman Advising Program

Saint Mary's College is a Catholic liberal arts college. Founded by Bishop Patrick Heffron in 1912 and administered by the Christian Brothers since 1933, the college offers accredited bachelor's and master's degree programs. Founded as a college for men, Saint Mary's has been coeducational since 1969.

Located on a beautiful 350-acre campus in Winona, Minnesota, the college provides a residential, undergraduate education for approximately 1,200 young men and women of traditional college age, drawn primarily from Midwestern states. The college also offers several off-campus master's degree programs for adults working in educational, health, and human services professions who seek a flexible program tailored to their experiences and patterns of work.

Over the last six years, the college has initiated a number of programs to help students: improved support services such as academic advising, career planning, and counseling; and enhanced career planning through use of a computerized program (SIGI). However, as these programs have proliferated, there had been little attempt to integrate and coordinate them. Saint Mary's offered numerous services to students, but they either did not know about them, or they did not know how to use them efficiently. Our experience indicated that there were gaps in the services available to students. It became apparent that the college needed to address the advising problems of underclassmen and to give faculty and support staff a nucleus of common understandings and skills.

Institutional studies showed that 60 percent of the freshmen who entered Saint Mary's in the fall of 1977 graduated from the college in 1981. While this is an encouraging figure, it created an awareness that additional effort is needed to assist the remaining 40 percent to complete their studies at the college. With the effort and money invested in recruiting a student, it made good sense to establish a more effective advising program to help the student persevere. Academic advising is crucial to the success of Saint Mary's College and its students. It now begins by alerting entering freshmen to the many educational and career opportunities that the college provides. Good advising leads to student retention and enables students to achieve their educational goals.

Full-time faculty members have always participated as academic advisors as part of their regular teaching responsibilities. Experience with 75 faculty members points to the fact that each individual brings to advising responsibility varied commitments to the process. It became apparent that an effective advising program must utilize those individuals who understand the importance of advising and possess the interpersonal skills to serve as effective advisors.

With the above in mind Saint Mary's College initiated the Freshman Advising Program in the fall semester of the 1982-83 academic year. The program as it now exists was generated through discussions held between the Academic Dean, Registrar/Director of Academic Advising, and the Assistant Director of Academic Advising. The essential element in the program is the core group of faculty who now serve as freshman advisors. All incoming freshmen receive as their academic advisor one member of the core group of advisors. The students retain their assigned advisor until they declare a major. They then have the option of keeping their current advisor or of choosing an advisor in the major field. Some students choose to select an advisor from their major field while retaining their freshman advisor with whom they have developed a good working relationship. It should be noted that Saint Mary's requires students to declare a major by the end of the sophomore year. In such cases the student retains the freshman advisor until that time.

During the freshman year the advisor must, of course, monitor academic performance. The advisor remains a source of congratulations, motivation, encouragement, and referral, if necessary. The advisor also is a source of information—how-to, when-to, where-to. The advisor must be cognizant of the early signs of discontent. Is the student homesick? Is dorm life presenting problems? Does the student lack direction in regard to academics or careers? Does the student simply need a friend? In order to provide appropriate advice in regard to course registration for subsequent semesters the advisor must initiate early discussions relative to such things as choosing a major and possible careers. Freshmen who are prepared to declare a major by the end of the freshman year are encouraged to do so by the advisor. If not, the advisor will work with the student through the sophomore year until a major field is selected. It is expected that approximately 30 to 40 percent of the freshmen will declare majors by the end of the first year.

Those faculty members who are not freshman advisors enter the advising process as major program advisors. They also serve to (unofficially) assist students who are referred to them by freshman advisors to clarify various aspects of a program or to answer very specific questions. I might add, at this time, that the freshman advisors are not expected to have an answer to all possible questions. Referral is necessary and appropriate.

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During the first year 17 faculty were chosen to serve as freshman advisors. The core group was increased to 24 for subsequent years. Prior to the beginning of the academic year, an advising workshop is held for the freshman advisors. Discussions with the freshman advisors through two workshops to date have isolated the following concerns, comments, and suggestions.

1. Maximum of 20 freshmen may be assigned to an advisor in a given year. This number may be less depending on carry-over from the previous year. It is understood that an advisor may agree to accept additional advisees who have declared majors in the advisor's discipline. It should be noted that computer-generated reports provided by the registrar have eliminated all advisor-related clerical tasks in regard to recordkeeping. In many ways, the declared major is much easier to advise. Freshman advisors have demonstrated a willingness to accept additional upperclass advisees.
2. The advisees are assigned to an advisor without regard to the student's area of academic interest. The advisors are confident in their ability to work effectively with freshmen and sophomores regardless of student academic interest and the advisor's specific discipline.
3. Freshman advising should focus on liberal education as well as completion of particular general education requirements and/or major requirements.
4. Advisees should be treated as people.
5. Advisors should be provided with as much information as possible in regard to the student. Saint Mary's provides the high school transcript, copies of all score reports (ACT or SAT), academic interest, etc. If known, the advisor will be aware of learning disabilities and/or handicaps, if any.
6. Advisors should be up-dated on college requirement and curriculum changes as a matter of course.
7. Advisor workshops should be short, concise, and meaningful.

The two workshops held thus far have been conducted by the registrar/director of academic advising and the assistant director of academic advising with the assistance of staff from the following: career services, counseling, study skills, and tutoring. Additionally, ACT provided a representative to explain, in detail, the ACT Assessment College Report. An excellent film on academic advising, purchased from ACT, is also used periodically.

The purpose of the workshop aims primarily at providing the advisors with the tools and skills necessary to serve effectively. While offering up-to-date information on requirements, procedures, curriculum, etc., the staff found that good advisors are really the best sources for information on good advising. Relying on personal experience as an advisor, each advisor shared useful information and helpful hints.

As part of the advising program, the assistant director of academic advising incorporated a new course, Orientation to College, in the fall semester class schedule. The course, designed for incoming freshmen, is geared toward strengthening academic and social skills. The course, which meets twice-a-week for the first eight weeks, includes presentations by the following college staff: advising, counseling, career services, tutoring, and instructional. Topics include: time management, note-taking, preparing for and taking tests, problem solving, career planning, and developing relationships. Offered for the first time last fall, the course received positive evaluations from students and staff. More sections of the course will be offered in the fall to accommodate an increased number of students.

Another course, Career Exploration, is designed to help students discover which values, skills, interests, and personal qualities they possess and how they relate to various careers. This course is aimed at freshmen and sophomores.

The freshman advising program actually begins in the spring of the student's senior year in high school. Once a student indicates attendance at Saint Mary's, faculty from the English and mathematics departments review the student's academic record in high school and various test scores. Recommendations are made in regard to the starting levels of English precomposition or composition and mathematics. These specific course recommendations are communicated to the incoming student and faculty advisor for course registration purposes.

In May the incoming freshmen receive a packet of course scheduling materials for the fall semester. The packet includes a list of courses open to freshmen, academic department recommendations (course required/recommended for various majors), and a course selection form. A computer label is affixed to the selection form identifying the student and listing the specific course recommendations made by the English and mathematics departments. The student is also asked to indicate one or two major programs being considered at that time. This information is helpful to the registrar, academic advisor, and academic departments. Chairmen of academic departments receive lists of freshmen who have indicated interest in their programs.

Students may complete the course selection form and return it directly to the registrar. Freshmen living in the Chicago and Minneapolis/St. Paul areas (65 percent of freshman class) choose to take advantage of course scheduling sessions held in those cities. Each June the academic dean and the registrar accompanied by five or six freshman advisors travel to the above-mentioned cities for several days of advising and preregistration. Using large meeting rooms in centrally located motels, SMC staff meet with students and parents for one to three days (as needed) in each area. Freshmen are scheduled for an individual meeting with the academic dean or one of the advisors. This gives the student an immediate feeling for one of the college's strengths—a personalized experience. Depending on the student, a session may extend beyond simply choosing courses appropriate for the initial semester. In view of the fact that many parents accompany the students, college staff has an excellent opportunity to build good relations with parents.

It is important to note that participation in the scheduling trips is strictly on a voluntary basis as far as the advisors are concerned. They receive no stipend for this activity. The college does, of course, pay for all lodging and meal expenses. To be sure, each advisor admits that two or three days of meetings with students is very exhausting. At the same time, however, each agrees that the program is highly productive. The benefits to students and parents is obvious. Not so obvious is the fact that nearly 100 percent of the

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students that we see in June arrive on campus and matriculate.

In July the registrar/director of advising reviews each freshman schedule and makes appropriate changes due to course closings and time conflicts. A freshman advisor is then assigned to the student. In some cases, an advisor may request a certain student based on a previous meeting at one of the scheduling sessions. The registrar approves such requests. Finally, the incoming freshman receives the class schedule and name of advisor in late July or early August.

The advisors' workshop is held several days prior to freshman arrival and the orientation weekend. At this time the advisor receives folders with appropriate student information. During the orientation weekend, the advisor meets with the group of advisees for a general informational meeting. This may be scheduled for about an hour. At the end of this group meeting, students may schedule an individual meeting with their advisor for the next day. This is usually done to accommodate students who wish to change their preregistration or to assist those students who decide to attend Saint Mary's at the last minute and do not have a class schedule. Generally speaking, at this time of the year, approximately 25 of 350 freshmen are not preregistered.

Freshmen are now cleared through the final official registration. They have five class days to add and/or drop courses with the approval of their advisor. We think that the freshmen are now settled. However, leaving little to chance, freshman advisors are expected to meet individually with the advisees at least once during the next three to four weeks. This is aimed at building a deeper advisor-advisee relationship and, oftentimes, makes one aware of the homesickness, the dorm problems, etc. Now, the advisor can begin to solve, assist-with, refer the problem at an early stage in the semester. Again, it is important to be cognizant of the fact that all may not be well with all students.

Although students and faculty are involved in academic advising throughout the year, the college, realizing the importance of advising, sets aside one day each semester as academic advising day. This day marks the beginning of a three-week preregistration period for the following semester. It is scheduled for the purpose of allowing students to meet with advisors to assess progress to date, discuss education and career objectives, and plan a class schedule. In order to offer ample time for serious discussion without interruption, classes do not meet on this day, which falls shortly after the reporting of mid-term grades.

Prior to advising day, sophomores through seniors receive their mid-term grades via campus mail. Advisors also receive grades of all of their advisees at the same time. Freshman grade reports are sent directly to the advisor for distribution to the students. This seemingly minor procedural change has met with much favorable response from the advisors. It forces the student into another individual meeting with the advisor to assist in building a good working relationship. It also gives the advisor an immediate opportunity (at, perhaps, a trying time) to offer a pat on the back for a nice effort or encouragement for better performance. It opens the door to serious discussion with those who experience severe academic difficulties.

Students who are declared majors and their advisors also receive at this time a major profile which evaluates completion of major requirements. The profile lists the specific requirements for a given major and identifies courses which have been completed, courses in which the student is currently registered, and remaining requirements. It includes an evaluation of all other graduation requirements with the exception of general education, which is included on the students individual grade report.

The general education requirement profile and the major profile automatically up-date student progress at the end of each semester with the entering of final grades. This results in freeing the advisor and student of any clerical work associated with requirements. Department chairmen are provided with a form to notify the registrar of major requirement substitutions, waivers, etc. No further clerical work is required of student, advisor, or department chairmen. The benefit of these computer-generated reports is evident during individual advising sessions. Student and advisor can quickly review progress through the various requirements and concentrate on personal, educational, or career matters.

Incoming freshmen, though undeclared majors, receive the major profiles based on interest indicated at the time of preregistration on the course selection form. This allows for serious consideration of major requirements in the early stages of advising. Those who persist in their stated interest can utilize the major profile as they plan courses on advising day. The profile, for many majors, indirectly hints at the proper sequence of courses. Students whose interests change may request revised profiles from the registrar. Usually, these are available in a matter of minutes upon request.

Saint Mary's preregistration period extends for several weeks. Advisors meet with all advisees on advising day and may choose to meet, once again, with their freshmen shortly before freshmen schedules are due. In such cases, the registrar provides up-to-date information on open, closed, and cancelled courses so that the advisors can direct students away from course requests that cannot be approved.

During the second semester of the academic year, the schedule of advisor-advisee meetings is similar to that of the first semester. More attention is given, however, to consideration of careers and possible selection of appropriate majors.

The advising office has set some rather modest goals for the freshman advising program at this point. It is looking for a 10 percent improvement in first-year retention rate of freshmen entering in 1983 as compared with 1982. Next fall, the advising office will survey freshmen and sophomores relative to their satisfaction with the advising program. It is hoped that, at least, two-thirds will express satisfaction with the program. Additionally, it is expected that all current sophomores will be prepared to file declarations of major by the end of this year. In the long run, a significant increase in retention is the goal.

The thrust of the freshman advising program does not present significant budgetary problems. We chose to offer each freshman advisor a stipend of $80 for participation in the fall workshop. Our policy does not include remuneration to faculty for advising responsibility. A year ago, the assistant director of academic advising visited four private colleges in the midwest to discuss academic advising programs and procedures.

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This proved to be a minimal expense. In view of the fact that the program has been essentially an in-house program without paid consultants, it will continue as long as results are positive.

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Certificate of Merit Winners

Freshman Advisement Program

California Lutheran College

Submitted by:

Pamela M. Jolicoeur
Associate Dean for Academic Affairs

Michael A. Koltsky
Associate Professor of Biology

NACADA Award Category: Church-related College (Certificate of Merit)

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Freshman Advisement Program

Institutional Description

California Lutheran College was founded in 1959. It is a senior college of liberal arts and sciences which grants bachelor's and master's degrees. California Lutheran is jointly owned by the American Lutheran Church and the Lutheran Church in America. It is located on a 285 acre campus in Thousand Oaks, California, and is the only comprehensive senior college in Ventura County. The College enrolls approximately 1,400 undergraduate students, 65 percent of whom reside on campus.

Program Development

Phase I—Establishment

In 1974, a freshman advising program was initiated at California Lutheran College which stressed the importance of non-major faculty advisors. The program was developed to encourage an exploratory stance on the part of freshmen and to enable them to make a more deliberate and informed choice of major. Advisors were chosen for their ability to guide new students through the decision-making process.

In February, 1977, the faculty approved the proposal for the adoption of a Learning Resources course which was designed to enhance the effectiveness of the freshman advising program. This course, which was offered for the first time in the fall semester, 1977, is a required, one credit, pass/fail course in which the freshman advisors instruct their advisees. It has subsequently become the core of our freshman advising program. It strengthens the advising process since it allows for the weekly meeting of students and advisors in the classroom, substantially increasing the amount of time freshmen would normally come into contact with their advisors.

The initial goal of the course was to help entering freshmen understand how to make the best "use" of their college experience in order to enhance their: integration of knowledge, responsible decision making, life enrichment, and career success. The means for accomplishing this was the exploration of the liberal arts and the college's primary means of expressing them—the core curriculum—as well as a systematic exposure to the academic programs and resource centers of the college. The format was a series of weekly meetings held on Fridays during an open class period for the entire fall semester.

The non-major advisor program, including the Learning Resources course, initially met with resistance from a number of senior faculty members and department chairs. Its implementation was made possible by the strong support of the Academic Dean and the involvement of a group of interested faculty in developing the curriculum and shepherding it through the faculty review process. The budget for the program was then, and continues to be, modest (approximately $7,000). It consists of stipends for faculty advisors and $300-400 in program funds.

Phase II—Development

The Learning Resources course went through a number of evolutionary changes from 1977-1982, largely in response to student and faculty recommendations. First, in response to some expressed discomfort in teaching a course outside of their disciplines, faculty were encouraged to team-teach. The faculty felt that this contributed to their own development, and it was a useful way to introduce new faculty to the program. It did, however, result in increased class sizes, generally 35 to 40 students in a class.

The second major change involved class schedule. In the first year of the program, classes met once a week throughout the entire fall semester. Many advisors observed, however, that student interest and need for a course of this nature appeared greatest during the beginning of the semester and began to wane during the latter half. Consequently, the schedule was altered to include two meetings per week for the first half of the semester.

The third change was probably the most important. The Learning Resources course was linked to another college program, "Contemporary Christian Conversations." Christian Conversations is a thematically based lecture series coordinated by the college pastor in which speakers from the faculty and from outside the college community bring their expertise to bear on issues of social and ethical concern. One of the two class meetings per week was scheduled as attendance at Christian Conversations. The addition of the lecture series to the program provided a common learning experience which then became grist for the small group discussions as well as for informal conversations in the dormitories and cafeteria.

Phase III—Redirection

In the spring of 1983 a group of faculty and administrators met in a one-day workshop to evaluate and revise the freshman advisement program. The group concluded that the chief strengths of the program

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were: (1) the systematic introduction of new students to the college experience and to the resources of the college and (2) the common learning experience provided in the Christian Conversations series.

However, the group also felt that the goals for the freshman advisement program were too wide-ranging and ambitious and that they were not sufficiently focused on developmental concerns of college freshmen—matters related to their personal growth, for example, as opposed to the value of the liberal arts in the abstract.

Most importantly, the group concluded that the goals of the program needed to be more explicitly related to retention. The parts of the program most likely to enhance student retention—the relationships and goal-setting fostered through effective personal advisement—were judged to be among the weaker elements, an unintended by-product of allowing faculty to team teach. As a result of this evaluation, the program was reshaped into its current form.

Program Goals

The Freshman Advisement Program at California Lutheran College is designed to help new freshmen:

- develop relationships with faculty and a small group of peers;
- begin the process of establishing personal, academic, and career goals;
- become aware of resources available at the College which facilitate the accomplishment of these goals;
- appreciate the value of a liberal arts education at California Lutheran College.

Program Description

A sufficient number of Freshman Advisors to enable a 12:1 student-faculty ratio are recruited from the ranks of faculty, academic administrators, and student affairs staff. At California Lutheran, approximately 27-30 advisors are needed.

Each faculty advisor works with a student peer advisor, who may be nominated by a faculty member or may apply directly to the Student Affairs office. All candidates are screened by the Student Affairs staff; preference is given to upper division students. As a nomination and screening procedure has replaced simply accepting volunteers, the quality of the student advisors has greatly improved.

Faculty receive a $175 stipend and an additional $75 to be used for a social event with the group. The student advisees receive no compensation nor course credit. They consider it an honor to be nominated by faculty and enjoy the close working relationship that is fostered in the program.

Faculty-administration advisors receive training for the program through an annual advisement workshop. Student advisors must attend a multisession workshop held in the spring; they are trained and coordinated by a member of the Student Affairs staff.

Each advisor is provided with an *Advisement Handbook*, developed this past year. The handbook guides them through the academic and career advisement process, provides them with a syllabus and supporting material for the Learning Resources course—renamed the Freshman Colloquium—and contains academic profiles and admissions applications for each of their advisees. A companion handbook for student advisors is being developed for use next year.

The program begins during Freshman Orientation, just prior to the opening of the academic year. At that time student and faculty advisors become acquainted with the students in their group and with their parents. The advisors help students with course selection and in general try to ease the transition to college life. During this period the faculty advisors invite their advisee groups to spend a social evening in their homes, an event which consistently rates high marks from the students.

When classes begin, the Freshman Colloquium meets on Mondays and Fridays for the first half of the semester. On Mondays the entire class attends the Christian Conversations lecture. On Fridays the advisee groups meet for small-group discussion.

The content of the lectures and small group discussions varies somewhat, depending upon the college theme which is chosen for the year. In 1983 it was "Let Your Minds Be Remade"; in 1984 it will be "Becoming Global Citizens." The theme serves to provide some coherence to the Freshman Colloquium, Interim, and Artist-Lecture programs and to express the value-centeredness of the educational programs at California Lutheran College. Regardless of the theme, the course focuses on questions of personal development (substance abuse, personal relationships); the habit of inquiry; academic and career planning; and the formation of value judgments.

In addition to the Monday and Friday meetings, all students are expected to visit, either individually or in groups, the three major resource centers of the College—the library, Learning Assistance Center, and Career Center. At each center, a diagnostic/orientation activity is provided for students so that they become immediately involved with the resources available.

Following completion of the formal part of the colloquium at midsemester, the students meet with their advisors for one or two extended personal advisement sessions to explore their own academic and career goals. Guidelines and checklists for these sessions are provided in the *Advisor's Handbook*. At this point and again at spring preregistration, students are encouraged to move toward declaring a major and choosing an advisor within the major. Students who are not ready to declare a major are advised by their freshman advisors until they do.

Throughout the entire academic year, the faculty advisors serve as links between the students and the resource centers of the college. Communication is maintained through formal means, such as midterm unsatisfactory scholarship notices and referral slips, as well as informally. The program's mix of classroom experiences, diagnostic exercises in the resource centers, and individual counseling sessions is designed to convey to the students the idea that these activities are of a piece in supporting their personal development.

Program Evaluation

At the final group session of the colloquium, students are asked to evaluate both the program and their advisor. The student survey includes both multiple

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choice questionnaire items and open-ended questions. In addition to the student surveys, a feed-back session is held with faculty and student advisors in which the current colloquium experience is evaluated and recommendations are made for the following year.

Program Results

Since at California Lutheran College freshman advisement takes place in the context of a one-unit required course which is not graded and will not transfer to other institutions, one would expect at best a mixed student response to the program. In fact the overall response of the students has significantly improved as the program has evolved (Figure 1). An interesting discrepancy illustrated in Figure 1 is that the students consistently rate their classmates' response to the course as lower than their own. It may be that those students who object to the course are simply more conspicuous than those who do not.

As Figure 2 indicates, student responses to their advisors and the advisement component of the colloquium course have consistently improved. The students' evaluation of the large group lecture series has tended to fluctuate and seems to depend upon the popularity of the speakers. The students' written comments in the open-ended section of the survey indicate that the most salient parts of the program for them have been the introduction to the resource centers and the formation of relationships with their advisors and other freshmen.

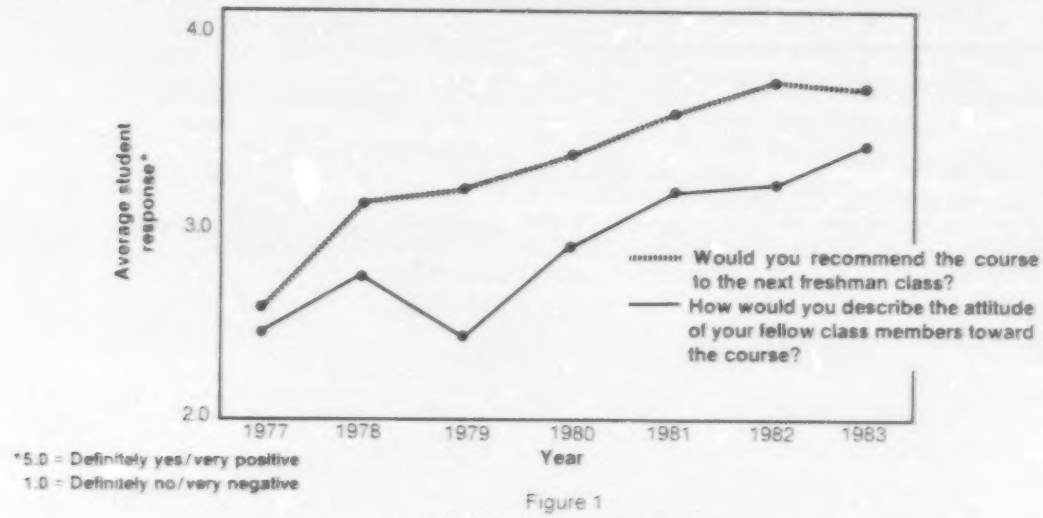

Figure 1
Student Estimate of Course Value

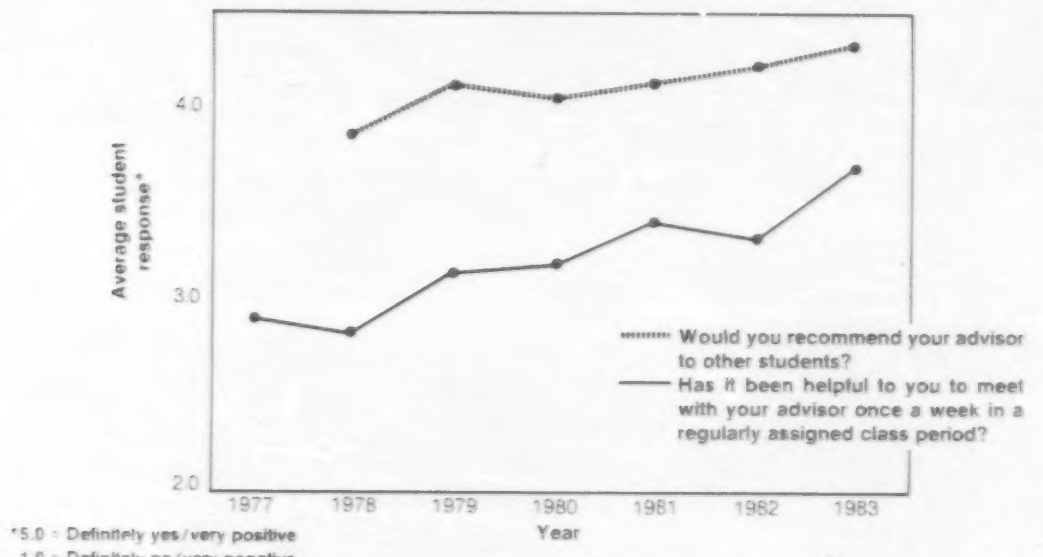

Figure 2
Student Evaluation of Advisement

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From an institutional point of view, the program has resulted in more uniform and higher quality advisement of freshmen; it has resulted in a significant increase in the use of the Learning Assistance Center and Career Center; and it has fostered the development of relationships between faculty and students (advisees as well as peer advisors) which often endure beyond the life of the colloquium.

The freshman advisement program has also contributed to faculty development. Nearly 50 percent of the current faculty at California Lutheran have participated in it, including nearly half of the Full Professors and over half of the faculty at the Assistant and Associate rank. Faculty who are involved in the program annually review and discuss institutional goals and mission, teaching strategies, and the components of effective advisement. The program has been particularly helpful in this regard for new faculty.

The program's impact on retention of new freshmen—a major explicit goal—is less clear. Since the retention rate of California Lutheran has declined slightly over the past few years, the program cannot be considered a success in that sense. On the other hand, the advisement program is working at cross-purposes regarding retention with the steadily declining academic preparedness of the students. Our conclusion is that the program is intrinsically worthwhile for students and that it is as effective as it can be in combatting attrition. The institution benefits when students clarify their goals and come to know its resources better. When student goals and institutional resources mesh, retention is a natural outcome.

Potential for Adaptation by Other Institutions

The Freshman Advisement Program at California Lutheran College has been successful because it meets student needs, it fits well within the institutional climate, and it makes maximum use of limited resources. Its adaptability to other institutions depends upon these same considerations.

The most important characteristics of this program are its quality and its cost-effectiveness. Quality is assured by the high level of faculty involvement and low student-faculty ratios as well as by the integration of advising services provided by freshman advisors and the staff of the academic support programs.

The program is cost-effective because it relies on existing resources within the college: faculty members, existing extracurricular programs, and available classroom space. Non-major advisement provides a way to distribute faculty resources more evenly, given the extremely uneven distribution of students' declared majors.

The keys to successfully implementing a program such as ours are:

1. *strong faculty support*—At California Lutheran, faculty initiated the program and staff and administer it.
2. *strong administrative support*—The administration must consider advisement to be of high priority and must provide the necessary budgetary support and recognition for service.
3. *constant evaluation*—Student response, goal achievement, and advisor effectiveness need to be monitored.
4. *flexibility*—There must be a willingness to modify the program to meet legitimate student and faculty concerns.

In sum, if other institutions wish to systematize the process of freshman advisement so that those faculty who are good at advising may be employed more effectively and so that those students who need special attention may be identified early and receive help more efficiently, this program offers one model for accomplishing that.

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Certificate of Merit Winners

An Institutional Advisement Program

State University of New York
College at Oneonta

Submitted by:

Carey W. Brush
Vice President for Academic Affairs

Emery L. Will
Director of Academic Advisement

NACADA Award Category: Public College (Certificate of Merit)

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An Institutional Advisement Program

I. Institutional Description

The State University of New York College at Oneonta opened as a State Normal School in 1889. In 1962, it became a multipurpose institution with the addition of a full range of liberal arts programs. Selected Master's degree programs are offered in teacher education and in the liberal arts. The largest academic program is in business economics with over 1,000 students enrolled. Home Economics is an important special program.

The current budgeted enrollment for the college is 5,650, mostly resident undergraduate students who live in seventeen college dormitories or in downtown housing. The college is selective in admissions with average SAT scores about 975 and a mean high school average of approximately 85. An Educational Opportunity Program enrolls between 250 and 300 students. Approximately 300 full-time faculty make for a 20-1 student-faculty ratio.

II. Program Development

Initially it was assumed that teaching faculty should handle all academic advisement, but for a variety of reasons this did not work well, particularly for freshmen who were admitted into a general freshman program. At this time (the early 1970s) a decision was made to appoint a senior faculty member as Director of Academic Advisement with close to full-time responsibility in reorganizing the system. His reporting responsibility was directly to the Vice President for Academic Affairs who also provided necessary budget support.

III. Goals and Objectives

The goals and objectives of academic advisement are:

1. to coordinate the academic advisement of undergraduate students, with the aim of assisting students to progress toward degree completion efficiently, smoothly, and individually;
2. to provide academic orientation for entering students, recognizing them as discrete individuals who come with a great variety of backgrounds, interests, and goals;
3. to provide for and facilitate one-to-one academic advisement for continuing students;
4. to provide reliable, understandable, and up-to-date information about the academic program to students, faculty, and other staff—in the role of a central advisement clearinghouse;
5. to monitor the academic advisement operation;
6. to explore, as a continuing process, new and improved means of academic advisement for our students.

IV. Program Description

A. General

The overall planning of formal academic advisement is done by the Director of Academic Advisement. While serving primarily as a coordinator, the director provides staff and students with up-to-date information on all academic degree and program requirements. He works closely with admissions in precollege advisement of prospective students. He publishes and revises annually the *Undergraduate Advisement Handbook*, which incorporates requirements, procedures, and guidelines for use by all staff. He also works directly with students before and during their enrollment at Oneonta. Most important, he conducts a concentrated period of new-entrant advisement just prior to the fall and spring registration periods. At regular intervals the director provides lists of the majors and advisers of students.

Oneonta's advisement procedure includes at least three distinctive features that contribute to student retention. Upperclassmen have two in-depth reviews of their academic progress toward a degree. Faculty advisers, with the aid of computer-produced transcripts, check students' degree progress prior to registration for the first semester of the senior year. Early in the senior year, the Registrar's Office conducts meetings with seniors for a final review.

Entering freshmen are offered an opportunity to reserve preselected course combinations, typically three courses each, suited to a wide variety of academic interests. About seventy percent of the group apply for preset scheduling before the filing deadline, and practically all of them enroll. The use of preset schedules simplifies registration for many students. There is clear indication that students with preset schedules have a higher retention rate during the first semester and that they achieve somewhat higher grades than other freshmen during this term. For example, in January 1982 of twenty-nine freshmen dropped from the college only two had preset schedules.

When students choose a major, they are assigned by their departments to faculty advisers, although immediate advisement is available in all professional programs and in a few departments. Students who have not declared a major receive academic advisement from one of the fifteen residence-hall directors and from

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the undergraduate resident assistants (R.A.s). The 135 R.A.s spend many hours working with these students during the orientation period and throughout each semester. The R.A.s also participate in training sessions conducted by the Director of Academic Advisement.

B. Involvement of Residence Hall Staff

Perhaps the most controversial part of the new program was the assignment of academic advisement duty to residence hall staff. The directors all are professionally-trained college graduates, typically with postgraduate study. The R.A.s are carefully selected from a large pool of applicants. One of the selection criteria is their potential as academic advisers to other students. Because all freshmen are admitted to the college with no declared major, they are assigned for academic advisement to the respective directors, aided by the R.A.s. Off-campus freshmen are assigned to a designated director for that group. Transfer and upper-division students who are in their major fields work primarily with their assigned faculty advisers for their majors, but also gain from interaction with dormitory staff who have like academic interests.

The Director of Academic Advisement carefully trains the residence hall staff each year. Typically he has two major meetings with the entire group just prior to new-entrant arrival; a follow-up meeting each term with directors; a spring meeting with the R.A. advisory board, for additional input; and a planning session with the directors who prepare the annual director and R.A. handbooks. Advance preparations for the fall semester activity include a mid-summer letter and packet for the directors, to help them as they work with R.A.s prior to orientation, and a basic advisement session with new directors. A second, more comprehensive, packet of selected advising materials is distributed to all personnel in time for R.A. orientation. It should be added that the packets contain new-entrant schedules and advisement guides specially prepared for helping new entrants.

The August 1983 meeting for dormitory staff, held just prior to the arrival of new students, followed this plan, using a combination of visuals and reference to packet materials:

1. General notices, emphasizing new and changed procedures
2. Samples of evaluation sheets and advisement materials to be given to entrants
3. Summary review of degree requirements, selective in nature to indicate changes and points which still elude present students
4. Helping freshmen get started:
   a. The Really-Undecideds
   b. Differences in applicability and difficulty of freshman courses
   c. Broad categories of academic programs
   d. Examples of curriculum major requirements; use of the advisement handbook to show required first-year courses for the various majors
   e. Explanation of the preset scheduling opportunity, including a summary of last year's results and of this summer's application experience (to point out possible questions, etc.)
   f. Knowing how and where to get help from departments
   g. Tips to advisers; adviser assignments; R.A. advisement help during registration (operation of a "trouble table" for entrants running into significant problems)
5. Helping transfers get started:
   a. Guiding them to their department heads and advisers for schedule-planning
   b. "Trouble table" help during registration
   c. Role of dormitory staff in working with transfers
6. A final word:
   a. Selected examples of student schedule-planning problems
   b. Cautions to advisers

C. Partial Preset Scheduling

One of the most successful parts of our program is a system of partial scheduling of three courses which will fit into the student's plan for the future. Although most freshmen will not identify a major field of study at first, they will sample introductory courses in the liberal arts which will count toward the Basic Curriculum. However, for some majors (i.e., natural and mathematical sciences, home economics, preprofessional), certain courses are needed in the first year because they are prerequisite to required courses to be taken next. Further, new entrants typically are unaware of how to begin planning their first semester schedule.

While simple in concept, preset scheduling does require rather staggering amounts of time in planning and operation from late March through the fall registration period. The plan includes:

1. Design of more than twenty preselected course combinations which would comprise the core of a freshman's initial schedule. The usual combination consists of three courses—at least two-thirds of the fall term schedule.
2. Provision for some groupings for the very undecided entrant; some to introduce entrants to a broad interest area leading to any of several more specific fields of study; some in the highly-sequential majors having two or more required first-semester courses.
3. Prepulling of class cards for the anticipated numbers of entrants expected to request each combination, based upon an analysis of most recent experience and of the present demonstrated academic interests of enrolled freshmen.
4. Incorporation of material in the Academic Advisement Office mailing to freshman entrants, offering the preset scheduling opportunity to persons who elect to return the application by early July.
5. Mailing out material early enough to permit interested entrants ample time to review the information and available selections with high school personnel and parents.
6. Processing and any needed follow-up of applications during July and August. This step includes the preparation of two essential items for each applicant:
   a. A printed worksheet showing the courses in their proper places on the student's weekly schedule
   b. An envelope containing the reserved class cards for the student in his approved pattern
7. At an appropriate stage during the on-campus ad-

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visement period, the applicants receive their work copy of the core schedule, with explanation. They then have opportunity to review those courses with staff as needed, and to add remaining courses to round out their fall schedule.

8. During registration, *after* the participants have obtained their remaining class cards for the fall semester schedule, these students report to the preset station to pick up their envelope of reserved class cards and to report their entire schedule for our records. They immediately check out after this step.

Benefits of preset scheduling include:

1. New entrants have an incentive to think early about their academic plans.
2. Among the accepted/paid prefreshmen, we have observed a very high retention rate in terms of their actually appearing for advisement and registration.
3. They have assurance that the preselected combinations consist of freshman-level courses which will count toward distribution and/or major field requirements, and of the best possible courses for sampling or beginning selected academic fields.
4. They have assurance that these core courses fit together without conflict, and that the courses are reserved for them right up to their scheduled registration time, no matter where they appear in the alphabet.
5. The smoothness and speed of freshman registration have improved significantly. For the preset participants alone, we can also observe improvement in their developing an academically sound, achievable fall schedule.

D. Advising Special Populations

Educational Opportunity Program students have very thorough guidance from the cadre of Opportunity Program staff, in addition to the same advisement services available to all students. Further, all freshmen are encouraged strongly to begin ongoing dialogue with departments of potential interest to them. Transfer students comprise another special group, in truth needing more assistance at entry than other categories, and they work directly with their major-field departments from the outset.

Preprofessional and three-two cooperative program candidates need and obtain specialized guidance from the moment they are identified, because of the unique standards to be met, the sequential nature of their coursework, and the many points they must learn through regular professional discussions during their local experience. In engineering, for example, the coordinator works closely with both the Admissions and Advisement offices to begin engineering orientation prior to the identified students' arrival. A preset pattern for engineering candidates provides an excellent reinforcement to prearrival advisement. The coordinator meets individually with each freshman candidate during the orientation period to establish a continuing contact and to help these students complete their initial schedule. He insists upon regular, frequent conferences with the students, and maintains careful records on their performance.

E. Keeping Track

In addition to the in-depth reviews of academic progress outlined earlier, the Advisement Office arranges for a series of three computer-produced reports providing information on the students enrolled in each major. This material is distributed at four timely points during each academic year to administrative officers, department heads, and faculty advisers. At each reporting time, the Advisement Office also provides a statistical summary of students in majors, by year-level. Discrepancies are reported and checked. If individual students are affected, they are notified immediately so that they can make any adjustments necessary to graduate on schedule.

F. Integration of Advising Services

To accomplish its role, the Academic Advisement Office operates on a timetable beginning and ending on the first of February each year. Annual revision of the extensive advisement resource materials (including the *Undergraduate Advisement Handbook*), of preparations for next year's entering students, and of plans for other operations must be accomplished early enough for everything to be handled smoothly and accurately during the ensuing year. Proper sequence of the office's activities must be followed carefully, while providing for periodic evaluations of ongoing work and for continuous adjustment to changes in academic programs.

V. Program Evaluation

Much of our evaluation has been informal and based on very complimentary comments from parents and students who have had experiences at other colleges. Most of these comments rate our program superior to those at other colleges. The rate of success of our students who transfer to engineering schools indicates careful selection and good guidance at Oneonta.

More solid evidence of the success of our program is found in our retention rate. Whereas national statistics show an attrition rate of 27 percent by the beginning of the second year, Oneonta's attrition rate is only 17 percent. Further, our careful tracking of students who exercise the preset schedule option shows they have a much lower attrition rate.

Finally an Outcomes Study in 1982 revealed that on a scale of one (poor) to four (good), students rated academic advisement as 2.6. However most specific criticisms were directed at traditional department advisement in the final years, not at the freshman program.

VI. Results

Because new students have a good initial experience at Oneonta, the attrition rate is well below national averages not only at the end of the first year but throughout the college years. The high retention rate makes it easier for us to reach budgeted enrollment targets in a time of declining numbers of high school graduates.

The system of program checks during the last

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two years means that very few students have problems in meeting graduation requirements on schedule.

The Outcomes Study of 1982 indicated general satisfaction with the Oneonta experience.

VII. Potential for Adaptation

The idea of the partial preset scheduling, the training of residence hall staff, and the centralized preparation of materials are the keys to the system. They could all be adapted to other institutional settings very easily.

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Certificate of Merit Winners

Computer Assisted Academic Advisement System

Mt. San Antonio College

Submitted by:

Bruce L. Paulson
Dean, Student Services

J. Edwin Nettell
Counselor

NACADA Award Category: Two-year Junior/Community College (Certificate of Merit)

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Computer Assisted Academic Advisement System

Mt. San Antonio College is a public, suburban, community college situated in eastern Los Angeles County, California, on approximately 400 acres. In recent years it has been serving between 21,000 and 23,000 students each semester. Approximately one-half of its students attend classes in the evening only.

The Counseling and Guidance Department is led by the Coordinator of Counseling who operates under the supervision of the Dean of Student Services who is responsible directly to the college vice-president.

In the area of academic advisement, the goal of the Counseling and Guidance Department is to assist every student to understand how to make the proper choice of courses to reach his/her academic goal.

Providing academic advisement in California community colleges in the final quarter of the 20th century represents one of the toughest challenges those two-year institutions have faced in their long history. During a period of reduced financial resources, more students with a wider variety of interests and purposes are attending the community colleges.

Since approximately 85 percent of the cost of operating educational institutions is paid out in salaries, reduced budgets result in reduced staffs. Nonteaching personnel, which includes counselors and advisors as well as librarians and nonprofessionals, do not produce income based on teaching load. Therefore, these groups are among the first to be reduced when budgets are tight.

No other segment in higher education must respond to such varied student goals as California community colleges. A technical society places rapidly changing demands on those whose formal education will end with community college. Curriculum changes, sometimes annually, in nontransfer majors.

Some students pursue an occupational major to improve their job skills before seeking career employment. Others currently in the labor force wish to improve skills as they seek promotions. Some are responding to rapidly changing demands on the job. Still others, including senior citizens, wish courses for personal enrichment. Complete career change is the goal of another group. Few of these people anticipate working for a bachelor's degree.

Students who have been denied admission by four-year institutions take additional courses or work to improve their grades to gain admission. Others see the community college as an institution to provide the entire first two years of a four-year program. In California with 28 public four-year institutions and more than twice that number of private universities and colleges, academic advisement at a community college is an extremely complex task.

All students, regardless of goals or majors, require academic advisement. With shrinking advisement staffs and increasingly complex and changing requirements, the need for efficient and accurate academic advisement becomes obvious.

Mt. San Antonio College realizes that career choice usually dictates major choice. The college is committed to appropriate career counseling for all students. The ACT Career Planning Program is the "examination" used by most students for both career choice and placement information. Other interest and personality assessment devices are used on an individual or group basis.

Once a tentative career choice has been made by a student, s/he is ready for academic advisement. To describe a system for delivering academic advisement today may be likened to describing what would occur if a quantity of dye were dropped in a large, rapidly moving river. Academic advisement in community colleges is indeed in a fluid state of change. If an institution is not in the process of revising its academic advisement delivery system to accommodate reduced budgets and state of the art technology, one must suspect that up-to-date advisement is simply not happening to any meaningful degree.

Thus, we are forced to describe a program which is as fluid as the dye in the river. But, like the river, we know where we are going.

Students work with counselors to determine majors appropriate to their career goals. Those who wish a bachelor's degree also discuss possible four-year institutions. Once tentative decisions are reached, students make an "Educational Plan." They may choose an Educational Planning class taught by a counselor, or they may work with an educational advisor who assists them in listing the proper classes and explains the options available for meeting the various requirements.

Although the college catalog is available and provides the ultimate and final list of requirements for all two-year majors, the college also produces major sheets which list requirements. Such a listing is available for each major. Mt. San Antonio College graduation requirements are also listed on a separate sheet.

Using either the catalog or these separate listings, students may make their educational plans according to their own needs. Educational Plans consist of two sheets of paper.

The first, the course list, lists all courses required to obtain a degree with a specified major. In addition to the courses listed in the catalog for that major and the graduation requirements, the educational plan includes

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additional courses necessary to meet prerequisites. These vary according to the background of the student. The list also includes electives necessary to meet the unit requirement for graduation or to satisfy student interests. A properly prepared educational plan also permits the student to look back a semester or so later to determine *why* each class is listed. This is important so that if a student wishes to drop a class or substitute one class for another, s/he will have a clear understanding of the consequences of that action on the total plan.

The second sheet of the Educational Plan is a semester-by-semester distribution of all courses on the course list described in the previous paragraph. Several factors are considered in sequencing courses: the first or most important is the semester in which a course is offered, and second, the satisfaction of prerequisites.

Two copies of the Educational Plan are made. The student keeps one; the other is available for use by counselors and educational advisors.

For students whose formal education will terminate with the associate degree program, the preparation of an Educational Plan is a relatively easy task. All of the information needed is available in the college catalog. High school transcripts and records of courses previously taken in college provide prerequisite information.

Students who plan to transfer to four-year institutions have another problem. In addition to determining the requirements of their four-year institution, they must ascertain which MSAC courses are equivalent to those required by the college to which they will transfer. Lists of courses required for various majors and their MSAC equivalents are also provided on major sheets.

These transfer major sheets are far more difficult to maintain than those for two-year majors. Although we attempt to list only the most commonly attended colleges, their number and the varying catalog publication times makes the maintenance of this information nearly impossible. Catalogs begin to arrive as early as May in some years and continue to come in until November or December. Sometimes we receive no catalogs for a year from some colleges. Clearly, improvement is needed in this area.

General Education requirements are simpler to manage. For the 19 colleges and universities in the California State University system, each community college provides lists of courses to meet the several categories of requirements. These are acceptable at all 19 institutions. Hence, the MSAC catalog provides this information for student use. Similar information for the other popular institutions is also included.

Maintaining lists of equivalent courses for two institutions is the work of the articulation officers. The Dean of Student Services, who supervises all counseling and advisement functions, is that person at this college. At the suggestion of the counseling staff, one counselor has been relieved of one-half of his counseling load to manage the articulation process under the supervision of the dean.

Not too long ago articulation information was maintained on lists, one list for each four-year college. These lists were retyped at least annually. Minor revisions often required the retyping of an entire page.

To make updating easier and faster, articulation information was placed on 5 x 8 cards. One card was provided for each MSAC course which articulated with a course offered by another college. In addition to the list of equivalent classes, the date of the articulation document was listed. This provided an easy lead to that document in case of error or dispute of an articulation.

As division deans and department heads became aware of the card system, each wanted his/her own deck of cards, at least for courses in their areas. When these people, in addition to counselors and advisors, were provided articulation cards, 38 decks were maintained. This system became bulky and needed improvement.

In the above description of our academic advisement process, several areas requiring improvement have been noted. As computer technology has improved, we have looked to these electronic marvels for assistance in solving some of our problems.

The Computer Assisted Academic Advisement System (CAAAS) is in the process of being developed. Two portions of this system are now operational. Several other portions await fuller description and/or complete development by our Computer Services Department.

Described below are the parts of this system currently being used. Descriptions of what is on the drawing board follow.

A program to check graduation requirements for occupational majors has been in use by our records office for several years. This program provides a list of the requirements for each major and indicates whether the student has met each requirement or not. It also lists the general education requirements and shows which ones have been completed. At the present time this program is available in print-out form to graduation clerks who check petitions to graduate.

Shortly it will become available to educational advisors and counselors who will use it as they assist students in developing Educational Plans. The long range goal for occupational majors is to have all class requirements listed by the computer in one of three categories: completed, in progress, and to be completed. For courses in the last category (to be completed) prerequisite courses will be listed.

The second portion of CAAAS which is currently in use is the articulation system. All the data from the 5 x 8 cards mentioned above have been entered into the computer. All this information is available at any terminal on campus. The data may also be printed out on 5 x 8 cards of which seven decks are being maintained. These are available to any counselor or educational advisor teaching a class where no terminal exists.

This computerized articulation information can also be printed out into total articulation agreements with any college. These lists of equivalent courses may be sent to the appropriate institutions for review. They are also used by the articulation specialist as he works at updating the various articulation agreements. This information is currently available only to staff members.

With little modification, the data in articulation agreements will be made available to students using computer terminals in the Advisement Center. To access this information, the student will input the name of the four-year institution s/he will attend and then the course, designated by a departmental prefix and number, as shown in the catalog of the four-year

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institution. The computer will return the MSAC course which is equivalent to the one entered by the student. Combinations will be shown when they exist.

The next phase in the development of CAAAS will be to add a listing of prerequisites for all courses. This will be provided in this application of the program simultaneously with the computerization of prerequisites to be used in computer checking of prerequisites during the registration process.

All of the above work will be developed to be consistent with the final phase of CAAAS for transferring students. In this final phase, the student will enter into a terminal the name of the transfer institutions and the name of the major to be studied. The computer will provide a total listing of requirements. By reviewing the student's academic history, the computer will list these requirements in three categories: course completed, course in progress, course to be completed. For the courses to be completed, prerequisites will be listed.

As indicated earlier, catalogs from the various four-year institutions arrive on our campus throughout much of the year. Monitoring every major in even a minimum number of catalogs is seen as an impossible task in view of the limited personnel available. Therefore, we plan to implement this final phase only when three conditions have been accomplished:

1. the four-year institution has its major requirements computerized;
2. it is willing to provide electronic computer-to-computer communication for transmission of these requirements; and
3. it is willing to accept any dated program listing from a printer in our computer system, tied in with theirs as the proper listing for a student.

We have stated above the current method of academic advisement and the plan for the future as it now exists. Like the river, we know where we are going. But just as the river sometimes changes its own course by overflowing, shifting sand-bars, etc., we acknowledge that changing demands and improved technology may change our plan.

The evaluation of an academic advisement program for students pursuing the Associate Degree is a local process and is quite easy to do. If a student earns a degree when expected, the program has been successful. If a student does not, the program has failed.

At the college level not all students take advantage of all services offered; nor do we expect that they should. As in any other portion of adult society, students are free to choose to seek our assistance, or not to do so.

For those students who use our services, we have been spectacularly successful. It is a rare situation in which a student who has developed an Educational Plan, has followed the plan, and has passed the courses does not graduate.

For students transferring to four-year institutions, evaluation is much more difficult. Lack of funds has prevented the personal, student interview follow-up which we previously did. We now must limit our evaluation to encouraging students who have problems to communicate with us. Informal interviews between students and staff are frequent.

These two processes indicate also that we are very successful. Because of the informal approach, no statistics are maintained. We become aware of about one case annually in which our process has failed a student. The most recent of these failures occurred with a school which had a complete course by course articulation agreement. That school simply refused to accept the agreement which was in effect. Although they acknowledged that they had previously approved the agreement, they claimed they were no longer going to be bound by it.

Whether our academic advisement process would be suitable to adaptation by other institutions is questionable. If a community college has goals, staff, students, and resources (including computer services) similar to ours, and if that school has not developed its academic advisement delivery system to the extent we have, certainly they would profit by reviewing our procedures. We certainly anticipate examining procedures presented by other community colleges.

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Certificate of Merit Winners

Academic Advising at Johnson County Community College

Johnson County Community College

Submitted by:

Buddy Ramos
Counselor

NACADA Award Category: Two-year Junior/Community College (Certificate of Merit)

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Academic Advising at Johnson County Community College

Institutional Description

Johnson County Community College, a suburban Kansas City community college, is located in Overland Park, Kansas, and is the largest of the nineteen community and junior colleges in Kansas, serving over 8,100 credit students and 12,000 noncredit students per semester. Johnson County Community College is accredited by the North Central Association of Colleges and is a member of the prestigious League for Innovation.

Goals and Objectives

The goals and objectives of the Counseling program are to assist individuals in the process of educational, career, and personal decision making. A variety of techniques are used to help individuals reach and implement these decisions. If counseling is to be an integral part of the educational community, then the program must reflect not only work with students, but also work with faculty, the community, and the profession.

Program Description

Johnson County Community College Counseling Center

Hours: Open 57 hours a week
8:00 A.M. to 8:00 P.M., Monday through Thursday
8:00 A.M. to 5:00 P.M., Friday

Staffing: 9 full-time and 2 part-time counselors
1 part-time transfer assistant
4 part-time counselor assistants

The Counseling Center is responsible for all of the academic advising, personal, social, and career counseling at Johnson County Community College. This, we feel, is what makes our centralized system of advisement and counseling worthy of special recognition. All of the full- and part-time counselors are professionally trained in counseling and guidance to facilitate handling the sensitive needs of new, current, prospective, and returning students. Often the student may need personal or career counseling before the academic advising can occur, and who is better prepared to deal with the "whole person" than a professionally trained counselor?

In October of 1983, all members of the Johnson County Community College counseling staff completed the requirements (minimum of a Masters Degree in Counseling, two years of counseling experience, and completion of the counselor certification examination) to be recognized as National Certified Counselors. This certification is granted by the American Association for Counseling and Development (formerly APGA).

Counselors handled 14,111 appointments during the 1982-83 academic year. An additional 1,847 students, staff, and community members were given assistance through 103 noncredit offerings in which a counselor served as the lead instructor.

Program Features

Workshops offered by counselors included: Transfer Information, Career Decision Making, Test Anxiety, Motivation and You, Winning Attitudes, Time Management, Communication Skills, Women Support Group, Resources Available for Women, Assertiveness Training, Positive Self-Esteem, and Choosing a Four-Year School.

The Counseling Center has four counselor assistants who perform a wide range of support services for new and returning students. Included in these services is an extensive orientation process with new students to explain the following: (a) admissions process, (b) assessment, (c) credit hours and how to read a schedule, (d) what support services are available at the college, and (e) the registration process.

After an orientation with a counselor assistant the student is referred to a counselor for advisement. The counselor assistants provided orientation sessions for 2,124 students in 1982-83. Other duties for counselor assistants include conducting a pilot retention project, providing campus tours, keeping all information (catalogs, brochures, etc.) updated, and assisting with numerous special projects offered by the division, such as a two day Workplace 1990 conference for students, community members, and the unemployed.

The Counseling Center staff includes a transfer assistant who has primary responsibility for compiling a *Transfer Program Handbook*, an integral component of academic advising at the college. Included in this handbook are 78 transfer programs and 16 information sheets for the 12 colleges and universities to which a large number of Johnson County Community College students transfer. Each of the sheets included in the book is available individually (unbound) to the student so they may plan their desired transfer program. This program has developed to the extent that we are currently distributing a total of 27,000 transfer sheets per year to students. In addition, all of the high school counselors in the county are supplied with the *Transfer Program Handbook*. The transfer assistant coordinates the ongoing process of course evaluations. The process includes contact with all major transfer institutions

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in our area and course by course articulation. The results are compiled in the *Transfer Program Handbook*.

It is important to note that the entire counseling staff serves as advocates for students should a receiving institution fail to follow the transfer agreement. Often it is simply a case of misunderstanding. Even after the student leaves Johnson County Community College, our staff will assist him/her in getting transfer credits accepted at the receiving college or university.

The division hosted two meetings for county high school counselors. They included a breakfast in the fall and a luncheon in the spring to inform area high school counselors of new developments regarding assessment, transferability of Johnson County Community College courses, registration and application dates.

Counselors visit annually with Johnson County Community College alumni at the University of Kansas, Kansas State University, Emporia State University, Wichita State University, and Pittsburg State University to discuss problems encountered in the transfer process to the four-year institutions and ways in which our staff might better assist students.

The Johnson County Community College counselors are active members in local, state, and national associations including: National Academic Advising Association, American Association for Counseling and Development (formerly APGA), Kansas Personnel and Guidance Association, National Education Association, and Missouri Rehabilitation Association. Counselors attend many of the state and national conventions.

Evaluation/Impact

A survey designed to identify student characteristics and attitudes regarding selected issues (i.e., counseling services) was administered to 1,348 students enrolled in credit courses in the Spring 1983 semester. A total of 436 students or 36 percent of the sample responded to the survey. The findings regarding counseling services are summarized below:

- Two-thirds of those responding had visited a counselor one to three times during the year. A large portion of the students required academic advisement or transfer information while approximately 10 percent sought counseling for personal problems.
- Eighty-five percent felt that the time spent with the counselor was adequate and 80 percent indicated that they received the help they sought.
- Part-time students were less likely to use counseling services than full-time students. 71 percent of those who had not visited a counselor were enrolled in less than seven credit hours. The majority of non-users were also enrolled in evening classes.

The chart below further statistically summarizes the survey results.

	Number	Percent
Number of visits with counselor during year		
0	99	21.5%
1-3	308	66.8%
4-6	42	9.1%
7 or more	12	2.6%
Type of counseling session*		
Academic advisement	250	53.3%
Returning to college, general	82	17.5%
Transfer information	193	41.2%
Personal concerns	47	10.0%
Career information	126	26.9%
Veterans' information	24	5.1%
Other	21	4.5%
Counselor helped me feel at ease		
Very	181	48.0%
Somewhat	115	30.5%
A little	55	14.6%
Not at all	26	6.9%
Reasons for not seeing a counselor		
Not aware of counseling services	5	4.3%
Received help from another student	4	3.4%
Got transfer sheets without talking with counselor	11	9.5%
Did not need help	76	65.4%
Received help from an instructor	9	7.8%
Other	11	9.5%

*Respondents gave several answers to this question, averaging 1.6 responses per student. Thus the sum of the percentages exceeds 100%.

The Future

The counseling/advising procedures at Johnson County Community College are sure to be affected by the changes that are projected for the school. Some of the changes that will have impact are: (a) growth at Johnson County Community College which is projected to reach 10,000 students by 1987 and 13,200 students by 1992, (b) implementation of general education requirements in the fall of 1985 for all of the academic programs at Johnson County Community College, and (c) during the 1984-85 school year, counselors will have individual access to computer terminals which will increase their ability to supply computer assisted advising. (It is important to note that counselors have been involved from the beginning stages in the development of the information included in the programs for computer assisted advising.)

Summary

We feel very proud of the advisement/counseling system at Johnson County Community College because of the strong commitment the people have to provide quality student services. This commitment is evidenced by the continued support from the Board of Trustees and the administration.

Also, the strong leadership that is provided by Linda Dayton, Dean of Student Services, and Jonathan Bacon, Director of Student Development and Counseling Division, has been and continues to be an essential element in the development of a quality program.

The college continues to attract highly qualified people who aspire to work in the setting that has been described. A careful screening and extensive interview process is in place to insure that only those who share a strong commitment to provide quality student services are employed.

Other institutions would be able to adapt their academic advising delivery system to one similar to Johnson County Community College's if they were willing to adopt the master criteria included in that system. To reiterate, the major criteria are: (a) a centralized advising system, (b) strong Board and administration support, (c) good leadership, and (d) qualified staff committed to providing quality student services.

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